

# International Baccalaureate Middle Years Program Guide for Students and Parents

(2025)



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## **SECTION 1: GENERAL INFORMATION ABOUT SCHOOL**

### **IBO MISSION STATEMENT**

The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### **DRUGA GIMNAZIJA MISSION STATEMENT**

Through national and international curricula coupled with a century-long tradition, Druga Gimnazija Sarajevo aims to assist students all over Bosnia and Herzegovina to develop their talents and apply them to the present world situations.

Above all, the leading idea is to create the atmosphere of friendship, tolerance and international understanding, which would perfectly fit into a social environment like ours, since Bosnia and Herzegovina is a unique place in Europe where four major monotheistic religions have been present for more than five centuries. Our objective is to help our students become critical thinkers, devoted life-long learners and informed participants of the global society.

### **DRUGA GIMNAZIJA SARAJEVO THROUGH TIME**

Ever since its foundation on 21 January 1905 the students, teachers and other employees of Druga Gimnazija Sarajevo have been helping their school to establish and maintain the reputation of one of the best high schools in the city of Sarajevo and Bosnia and Herzegovina. At first, the school was attended only by male students, but since 1957 it has been coeducational. The continuity of its work was not interrupted even during two world wars or the aggression on Bosnia & Herzegovina (1992-1995).

In the past decades the school made a name for itself thanks to a lot of success in competitions at both state and international levels in different disciplines, including mathematics, physics, computer science, sports, foreign languages etc. Besides the national curriculum, two international educational programmes are implemented at Druga Gimnazija.

The IB Middle Years Programme, which covers the first two years of high school, has been implemented at the school since 2005, while the IB Diploma Programme, which is the equivalent of the final two years of high school, has been implemented since 2000.

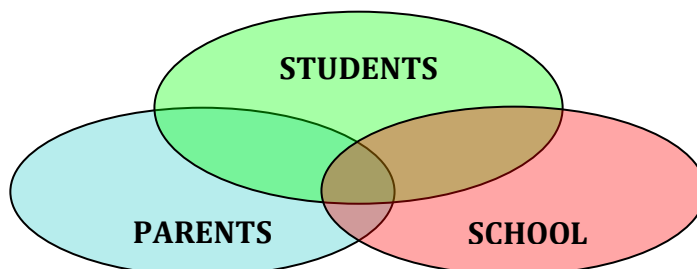
In order to ensure that Druga Gimnazija continuously meets the standards and practices determined by the IBO, it is subjected to monitoring and evaluation of the implementation process by the IBO. Since Druga Gimnazija Sarajevo is a state school, both IB programmes are implemented with the approval of local authorities. The final reports and diplomas obtained in the IB Middle Years Programme and the IB Diploma Programme are recognized in Bosnia and Herzegovina.

## **PARENT INVOLVEMENT**

At Druga Gimnazija Sarajevo we believe that parent involvement in the education of a child is of crucial importance. Children spend a lot of time at school. However, on average, the time that a student annually spends at school is 10-15% and the rest is spent outside school, with friends or most frequently with parents.

In order to keep parents updated about the student progress and behaviour, at least **four parent meetings** are held a year (usually one per quarter). All parents are expected to attend these meetings. **Information meetings** held by **homeroom teachers** take place **every second week** and parents are given freedom to decide themselves how often they want to attend them. Furthermore, parents can get actively involved in the work of the **Parent Council**. Usually, the Parent Council consists of at least one representative from each of the classes at the school. This means that on average it has 30 to 40 members.

The school issues **MYP report cards** twice a year – at the end of the first term and at the end of the school year. These report cards are issued for each subject individually and contain information about topics taught during the term, student's academic achievement according to the assessment criteria prescribed by the International Baccalaureate Organization, student's approaches to learning and a comment provided by subject teacher.



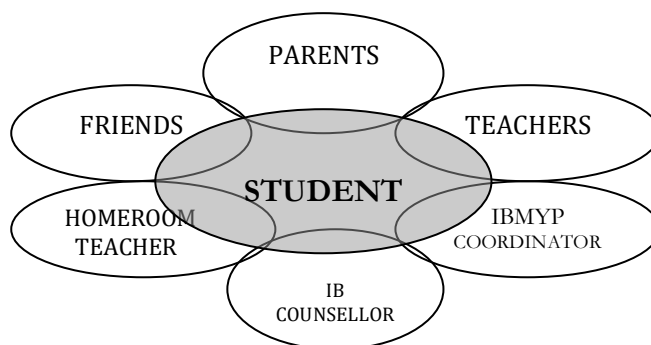
It is very important for both students and parents to realize that open, honest and continuous cooperation between students, parents and the school is in student's best interest since family and school are student's closest and most important environment. Also, just like school teachers, in many aspects of life parents are educators themselves.

## **PROBLEMS**

It is very important for students to know that there is always someone they can talk to if they are experiencing some difficulties or problems. These problems can be school-related or other, such as a feeling of injustice or a feeling of loneliness. Student time at school should be an enjoyable and happy one, so it is very important for students to share their problems with people they can confide in if there is a problem they are facing.

Students, if you are unhappy, find someone to talk to about the issue that is bothering you. If you *bottle up*, the feeling of unhappiness can turn into frustration. The frustration may distract you from your obligations at school and get you into a position where you cannot use your potential to the maximum. Easily it can also influence your private life negatively. Therefore, in case you find yourself in such a position, do not hesitate to talk to someone about the issue that makes you unhappy, anxious or frustrated.

All members of the school community are a part of your close environment and finding someone in a position to help you may be much easier than you could probably expect. Here are some of the people that you, students, can talk to:



### SCHOOL DAY

Teaching process at the school takes place in two shifts from 08:00 to 13:10 and from 13:15 to 19:15. Shifts are changed on a weekly basis. Duration of a teaching class is 45 minutes. Classes take place according to the following time plan:

	Class	Time
First shift	1 <sup>st</sup>	08:00-08:45
	2 <sup>nd</sup>	08:50-09:35
	3 <sup>rd</sup>	09:40-10:25
	4 <sup>th</sup>	10:30-11:15
	Break	11:15-11:35
	5 <sup>th</sup>	11:35-12:20
	6 <sup>th</sup>	12:25-13:10
	7 <sup>th</sup> / 1 <sup>st</sup>	13:15-14:00
Second shift	2 <sup>nd</sup>	14:05-14:50
	3 <sup>rd</sup>	14:55-15:40
	Break	15:40-16:00
	4 <sup>th</sup>	16:00-16:45
	5 <sup>th</sup>	16:50-17:35
	6 <sup>th</sup>	17:40-18:25
	7 <sup>th</sup>	18:30-19:15

## DISCIPLINARY POLICIES

Each student has the right:

- To a secure and peaceful environment.
- To study in a challenging and supportive academic programme.
- To live free from bullying and harassment.
- To have protection, tolerance and care from others.

In order to secure this kind of environment, students are expected:

- To be present at school and in all the scheduled classes during a day.
- To avoid the use of offensive language towards anyone.
- To respect themselves and their colleagues by avoiding any substance abuse and not placing other students at risk either.
- To avoid bringing and using any items (knives, sharp objects etc.) that can endanger either their own and/or the safety of their colleagues and school employees.
- To develop and show their leadership skills by taking initiative in academic, sporting and/or *Service and action* programmes.
- To participate in sporting and creative programmes to the best of their abilities.
- To respect other people's individuality and their property.
- To treat others the same way they want to be treated.
- To respect each person's right to learn and feel safe in a caring and supportive environment.

There are minor and major consequences for unacceptable behaviour. These consequences may involve the following procedures: verbal warning, parent conference, reduction of student's behaviour grade or even expulsion.

Students face minor consequences for the following forms of behaviour:

- Swearing and inappropriate language.
- Eating during lessons (unless given permission by teacher due to specific circumstances).
- Yelling indoors and running in the hallways.
- Use of mobile phones or other electronic devices during lessons.
- Coming late for a class.

Students face major consequences for the following forms of behaviour:

- Coming late for classes frequently.
- Swearing at students, teachers and/or other employees at the school.
- Disobeying teacher's requests.
- Physical aggression.
- Stealing.
- Possession of dangerous items like knives, firearms etc.
- Possession and use of alcohol, drugs and cigarettes.
- Damaging school or other property.
- Irresponsible attitude towards school obligations.

Depending on their form and degree of seriousness, unacceptable forms of behaviour may result in pedagogic and disciplinary reprimands that reduce the student's behaviour grade. These measures are the following:

- Reprimand of the Homeroom Teacher – the student behaviour grade reduced from **exemplary to very good**.

- Reprimand of the Class Teachers Council (made up of teachers that teach in the class attended by the student) – the student behaviour grade reduced to **good**.
- Reprimand of the Principal – the student behaviour grade reduced to **satisfactory**.
- Reprimand of the Teachers Council (made up of all the teachers at the school) – the student behaviour grade reduced to **poor**. Reprimand of the Teachers' Council is to be regarded as the final measure that may precede the student's **expulsion** from the school.

The student's behaviour grade is also reduced if the student is absent from classes without any valid excuse. The pedagogic and disciplinary reprimands are reciprocal to the number of unexcused absences:

- 0-5 unexcused absences – the student behaviour grade is **exemplary**.
- 6-10 unexcused absences – the student behaviour grade is **very good**.
- 11-19 unexcused absences – the student behaviour grade is **good**.
- 20-25 unexcused absences – the student behaviour grade is **satisfactory**.
- 26-30 unexcused absences – the student behaviour grade is **poor**.
- More than 31 unexcused absences – the student is **expelled** from the school.

**The student behaviour grade is an eliminatory criterion when applying to enter the IB Diploma Programme. Students with behaviour grade lower than very exemplary cannot apply for enrolment into the IB Diploma Programme.**

## **ATTENDANCE**

Students are expected to attend school every day that it is in session. We regard attendance as highly important and believe that students have better chances of good academic achievement if they attend all the classes and try to participate actively during lessons. It is very important for both students and parents to realize that when absent from school children lose learning opportunities with teachers and their peers. Activities such as classroom discussions, working collaboratively in groups, asking and answering questions, interacting with the learning environment, exposure to the teachers' instruction and social interaction with their peers cannot be replicated through withdrawal from classes.

The minimum attendance requirement for each subject is 80%. If a student does not meet this criterion due to some justifiable reasons (e.g. long illness), he/she may have to take the final exams in subjects they had not attended in the amount of at least 80%. Absences can be excused **only by parents/guardians** and **only through their contact with the student's homeroom teacher**. During one semester the parent/guardian can orally justify the student absences in the amount of up to three days. They can excuse the student absences due to illness or other justified reason for one or two consecutive days, while for the absence of three or more consecutive days the parent/guardian is obliged to provide the student's homeroom teacher with a doctor's note or other appropriate documentation. In case of student illness, the parents/guardians are obliged to provide a written note issued by the appropriate medical institution within five days from the day the student returns to school. Absences that are not excused by parents/guardians are considered **unexcused absences**.

If special leave is necessary, all requests for special leave must be made in writing and handed to homeroom teachers by a parent/guardian at least two weeks in advance. We regard it especially important that families avoid extending the school term holidays or planning family trips during school year. Also, whenever possible, dentist and doctor appointments should be scheduled outside school hours.

## **DRESS CODE**

The purpose of Dress Code is creating a positive learning environment that will be comfortable for students, but also respectful of all ages and cultures represented at the school. Sometimes students can even be role models one to another and therefore they have responsibility one to another.

The purpose of education is not only related to academic success and formal educational curriculum. At school students also learn how to interact with other people, how to work together and how to respect another person's integrity, including his/her style of clothing. Social skills that are developed at school include the issue of dressing appropriately for a specific event or environment. Throughout our lives we dress according to the situation we find ourselves in and school is no exception.

Students must be dressed in clothing that is appropriate for a multicultural and international school environment. Students have a high degree of both responsibility and autonomy when it comes to dressing for school since uniforms are not used at the school nor do we have an intention of introducing them.

When choosing their attire for school students are expected to use the following guidelines:

- Clothes must cover underwear.
- Clothing must not be see-through.
- Clothing must not be too tight.
- Clothing must cover the torso (including cleavage).
- Clothing must not contain images or words that can be qualified as offensive.
- Any tattoos must not be exposed.

During the classes of Physical Education, students are expected to be dressed in sports clothing, according to the guidelines given by the teacher of Physical Education.

Students who are not dressed appropriately may be asked to change into more appropriate clothing, cover certain body parts or inappropriate clothing. In these situations students may even be sent home to get clothing that is acceptable. In that case students are given unexcused absence for all the classes they miss while going home to change. Also, parents may be invited to discuss the situation. The school administration is the final arbiter of what clothing is "appropriate" or "acceptable."

## **VALUABLES**

There is no policy that prevents students from bringing some valuable gadgets to school, such as MP3 players, iPods, mobile phones and other electronic equipment. Students are allowed to use this kind of equipment during the breaks, in the cafeteria or in the school yard. However, the use of these devices during classes is strongly prohibited unless in cases where their use is authorized by the subject teachers. Unauthorized use of such equipment will lead to confiscation by the subject teacher who will pass the used piece of equipment to the student's homeroom teacher. The device will be returned to the student's parent/guardian during weekly information meetings.

Generally, students are discouraged from bringing valuables or large sums of money to school. All such items are brought to school **at the student's own risk** and the school assumes no liability for their loss or damage. If students lose any personal belongings, they should notify the homeroom teacher or Deputy Principal about the lost item as soon as possible.

### **TRIPS**

From time to time the school may arrange trips or activities for students outside the school. These trips may have academic, cultural or sporting nature, or they may be organized for the purpose of students' entertainment. Usually, the costs of these trips are in addition to school fees. School rules, expectations and disciplinary procedures apply on all trips and activities.

### **STUDENT COUNCIL**

Student Council is made of elected representatives from all classes at the school. Usually, one or two students per class are elected. This means that the Student Council consists of at least thirty members. It meets regularly under the guidance of the School Counsellor or another teacher. The Student Council plays an important part in the organization and improvement of student life at the school. Among others, its members discuss the following issues: organization of extracurricular activities, organization of trips and excursions, organization of fund raising events, issues related to the educational processes at the school etc.

### **LIBRARY**

The school library is integral to and supportive of the school curriculum. The library provides a wide range of resources and information that satisfy the educational needs of the students and staff. The library's collection includes collection of materials in various formats such as books, periodicals, some videos and audio books.

The reading room is equipped with computers that are connected to the Internet where research information, list of recommended books, and subscription databases are available to students. Except for reference materials and latest magazine editions, all materials circulate throughout the school community.

Students and staff are able to access library resources, including library catalogue and reading room during regularly scheduled school days in the period that is clearly stated on the library door. This area is designated for quiet study, reading and research. The library is closed during weekends, official holidays and summer break.

By the end of the school year students are expected to return all the books and other materials they borrowed from the library. Until this is done, they cannot be issued their final reports for the current school year.

## **EXTRACURRICULAR ACTIVITIES**

Extracurricular activities are offered to students at the beginning of each year. Participation in these activities is voluntary. Some of the activities usually offered to students are related to sports (basketball, volleyball, table tennis), or the work of clubs such as drama club or history club. Also, students may participate in the work of voluntary club or the activities of the school's media club. MYP students may find it very useful and enjoyable to come up with the ideas that will combine extracurricular activities with the *Service and action* programme obligations that they have.

## SECTION 2: GENERAL INFORMATION ABOUT IBO AND MYP

### WHAT IS THE IBO?

The International Baccalaureate Organization is a non-profit educational foundation, motivated by its mission, focused on the student. Founded in 1968, the IBO currently works with more than 4,700 schools in over 153 countries to develop and offer three challenging programmes to over one million students aged 3 to 19 years. The IBO headquarters are situated in Geneva, Switzerland. The IBO regional offices support schools in the four IB regions: 1. Africa, Europe, Middle East; 2. Asia-Pacific; 3. Latin America; 4. North America and the Caribbean.

The four programmes offered by the IBO are:

- **The Primary Years Programme** for pupils aged 3 to 12, introduced in 1997.
- **The Middle Years Programme** for pupils aged 11 to 16, introduced in 1994.
- **The Diploma Programme** for students aged 16 to 19, introduced in 1968.
- **The Career-related Certificate** for students aged 16 to 19, introduced in 2012.

The following qualities make the IBO unique:

- A **continuum of education**.
- The reputation for **high-quality** education sustained for over 35 years.
- The **international-mindedness** in IB students who first develop an understanding of their own cultural and national identity.
- A **positive attitude to learning** by encouraging students to ask challenging questions, to critically reflect, to develop research skills, to learn how to learn and to participate in community service.
- **Accessibility** to students in a wide variety of schools - national, international, public and private.

Further information about the IBO may be found on its official website: [www.ibo.org](http://www.ibo.org).

### IB MIDDLE YEARS PROGRAMME

The IB Middle Years Programme aims to develop in its students:

- The disposition and capacity to be lifelong learners.
- The ability to adapt to a rapidly changing reality.
- The capacity and self-confidence to act individually and collaboratively.
- The ability to engage in effective communication across frontiers.
- Respect for others and an appreciation of similarities and differences.

From its beginning, the MYP has been guided by three fundamental concepts that underpin its development, both internationally and in individual schools:

- **Holistic learning** – It is based on studying different subject disciplines and emphasizing the links between those disciplines. The students “discover” how learning is related to real-life situations and issues.
- **Intercultural awareness** – Students need to understand and appreciate the ideas and cultures of other people in order to show their readiness to cooperate.
- **Communication** – It has a crucial significance in realizing the previous two principles. Mastery of mother tongue helps students to clearly express their ideas, attitudes and feelings, while studying foreign languages increases that ability and teaches them to appreciate other cultures and opinions.

## GENERAL REGULATIONS

The programme's general regulations can be found on the school's website in the form of a document [MYP General Regulations \(2014\)](#).

## IB LEARNER PROFILE

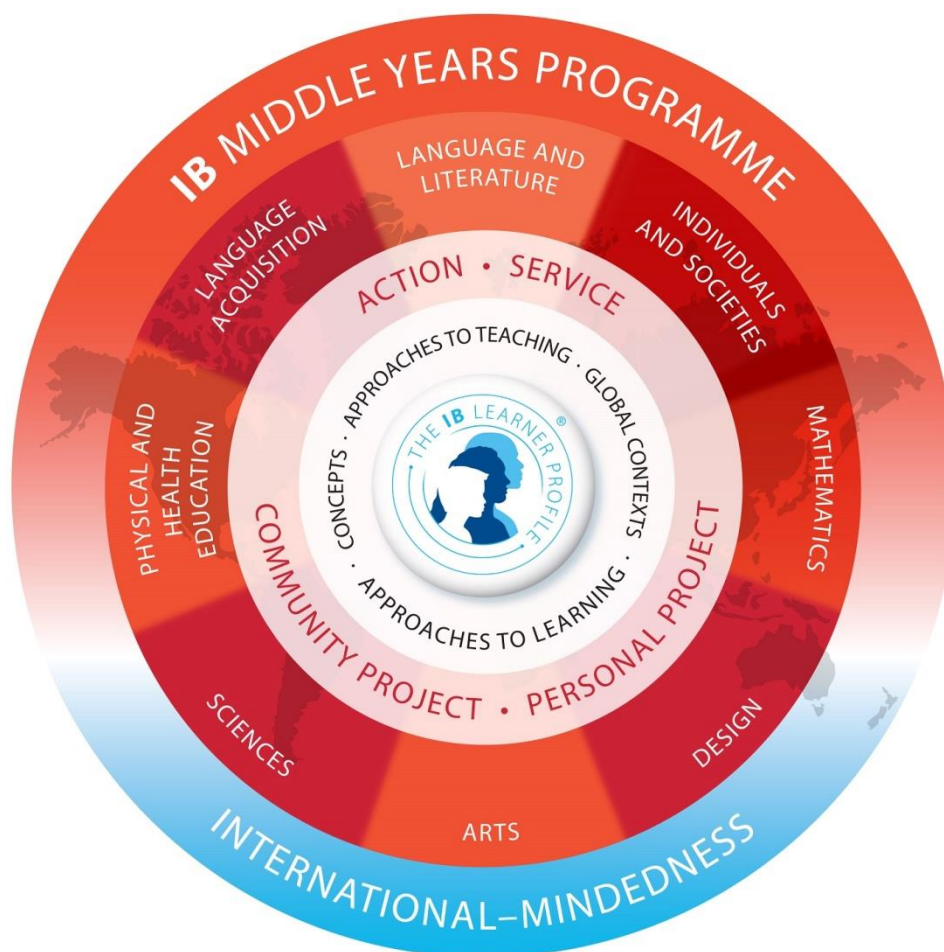
The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

<b>Inquirers</b>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Open-minded</b>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
<b>Risk-takers</b>	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## MYP CURRICULUM MODEL

The curriculum in the IB Middle Years Programme can be presented in the form of the model below from which it is clearly seen that the student is situated at the centre of the curriculum model. The student is surrounded by the main elements of the programme's philosophy (approaches to learning and teaching, concepts and global contexts) as well as eight subject groups. An important part of the curriculum model is the *Personal project*, a significant body of work which is done over an extended period of time, as well as *Service as Action*, which includes the obligatory extracurricular activities.



## CONCEPTUAL UNDERSTANDING

Conceptual understanding is one of the key elements in the philosophy of the IB Middle Years Programme. Concepts have an essential place in the structure of knowledge. They require students to demonstrate levels of thinking that reach beyond facts or topics. Concepts are used to formulate the understandings that students should retain in the future. There are two types of concepts:

- Key concepts, contributed from each subject group, provide interdisciplinary breadth to the programme. Key concepts are broad, organizing, powerful ideas that have relevance within and across subjects and disciplines, providing connections that can transfer across time and culture.
- Related concepts, grounded in specific disciplines, explore key concepts in greater detail, providing depth to the programme. They emerge from reflection on the nature of specific subjects and disciplines, providing a focus for inquiry into subject-specific content.

There are 16 key concepts present in all eight subject groups:

Aesthetics	Connections	Form	Perspective
Change	Creativity	Global interactions	Relationships
Communication	Culture	Identity	Time, place and space
Communities	Development	Logic	Systems

### TEACHING AND LEARNING IN CONTEXT

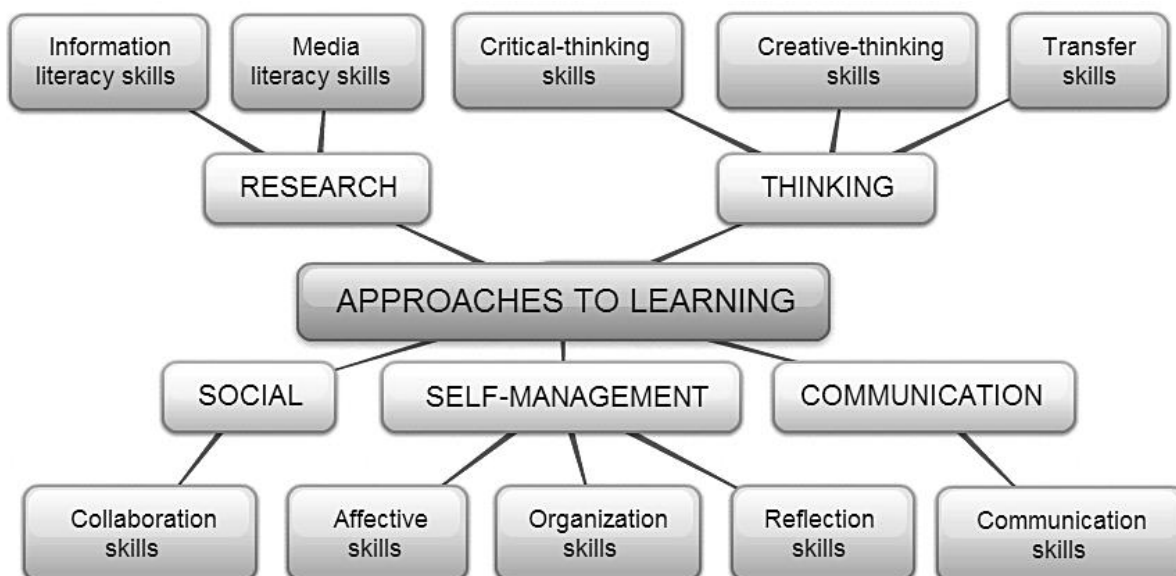
Teaching and learning in the MYP involves understanding concepts in context. All learning is contextual. Learning that occurs out of context is often shallow and short term in character. There are six MYP global contexts:

- Identities and relationships,
- Orientation in space and time,
- Personal and cultural expression,
- Scientific and technical innovation,
- Globalization and sustainability and
- Fairness and development.

More information on global contexts can be found in the *Appendix 1* to this guide (p. 63).

### APPROACHES TO LEARNING

Through approaches to learning (ATL) in IB programmes, students develop skills that have relevance across the curriculum that help them “learn how to learn”. They provide a solid foundation for learning independently and with others. IB programmes identify five ATL skill categories, expanded into developmentally appropriate skill clusters.



More detailed information on ATL skills can be found in the *Appendix 2* to this guide (p. 65).

## SERVICE AS ACTION

Community and Service is about raising students' awareness about problems that occur in different types of communities: family, school, city, country and world. It provides students with an opportunity to explore these communities, find their place in them, and make an impact.

The action may involve students in:

- feeling empathy towards others
- making small-scale changes to their behaviour
- undertaking larger and more significant projects
- acting on their own
- acting collaboratively
- taking physical action
- suggesting modifications to an existing system to the benefit of all involved
- lobbying people in more influential positions to act.

Service requires that students are able to build authentic connections between what they learn in the classroom and what they encounter in the community. Meaningful service includes interaction, such as building links with individuals or groups in the community.

With appropriate guidance and support, MYP students should, through their engagement with service as action:

- become more aware of their own strengths and areas for growth
- undertake challenges that develop new skills
- discuss, evaluate and plan student-initiated activities
- persevere in action
- work collaboratively with others
- develop international-mindedness through global engagement, multilingualism and intercultural understanding
- consider the ethical implications of their actions.

Students are introduced to the obligatory *Service and Action* activities at the beginning of a school year.

## SUBJECTS AND SUBJECT GROUPS

Subject group	Subject	Year 1		Year 2	
		Weekly	Annually	Weekly	Annually
<i>Language and literature</i>	English	5	175	5	175
<i>Language acquisition</i>	Bosnian B	4	140	4	140
	French/German or Italian	2	70	3	105
<i>Mathematics</i>	Mathematics	4	140	4	140
<i>Sciences</i>	Physics	2	70	2	70
	Chemistry	2	70	2	70
	Biology	2	70	2	70
<i>Individuals and societies</i>	History	2	70	2	70
	Geography	2	70	2	70
<i>Design</i>	Digital design	2	70	2	70
<i>Arts</i>	Visual arts	2	70	-	-
	Music	-	-	2	70
<i>Physical and health education</i>	Physical Education	2	70	2	70

Within eight subject groups that are taught in both years of the IB Middle Years Programme, there are a total of fourteen subjects studied, with twelve subjects studied in each of the two years. Bosnian language and English language are studied as languages A by Bosnian-Herzegovinian students while foreign students study English as language A and Bosnian as language B. English is an obligatory subject for all the students since it is the school's language of instruction and Bosnian is obligatory as it is the official language spoken in Bosnia and Herzegovina as the school's host country. Another modern language is studied as language B. Students who studied either French or German are recommended to continue studying the same language, while those students who had not studied any of the two have an option of choosing the language they want to study, but have to be aware of the fact that some previous knowledge in language B is expected of them.

## **PERSONAL PROJECT**

Personal project is a significant body of work produced over an extended period. It is a product of students' own initiative and should reflect their experience of the MYP. The personal project holds a very important place in the programme. It provides an excellent opportunity for students to produce a truly creative piece of work of their own choice and to demonstrate the skills they have learned in approaches to learning.

It provides an opportunity for students to select a topic or theme about which they are enthusiastic, and to show commitment to the completion of their own project. It is designed to assess their ability to organize and create.

Further details about the personal project can be found in the Personal Project Process Journals given to students separately from this handbook.

## **ASSESSMENT**

Assessment practices in the IB Middle Years Programme at Druga Gimnazija Sarajevo are designed so that they fulfil the assessment requirements of International Baccalaureate Organization. They are based on the use of the prescribed assessment criteria that state final levels of achievement in each of the subjects within eight subject groups that are taught at the school. Assessment criteria may not be given the same importance in each year of the programme. At all times students should be aware of the criteria against which they are assessed and at the beginning of their education in the IB Middle Years Programme they are provided with clear boundaries of expected achievement.

There are two assessment practices: formative assessment and summative assessment. **Formative assessment** represents an integral part of the learning process. In the spirit of reflection as one of the approaches to learning skills, it enables students and teachers to identify strengths and weaknesses and allows them to plan specific goals for development. This kind of assessment can be in the form of self-evaluation. Also, it can lead to improved performance and be a strong motivating factor. **Summative assessment** represents a more traditional way of assessing students. It gives a clear indication of the student standard of achievement reached at a certain stage. When this form of assessment is applied, different assessment tasks can be formulated so that they correspond to the objectives and criteria of the subject taught.

Tasks assessed in the programme among others include: oral presentations and examinations, projects, tests, essays, written papers, role plays, homework, group work etc.

Teachers use descriptors for each of the criteria and determine the final number of points for each of the criteria first. Then the final levels of achievement according to all the criteria are summed up to get the final grade according to the prescribed scale. The final level of achievement for a criterion is not an average of the levels scored for that particular criterion throughout the year. The assessment is **progressive** which means that if students make positive progress, the teachers will tend to award them with the level of achievement that can be above the average. In cases where student achievements have a negative trend, the teachers can award them with a level of achievement that is below the average.

The reporting system reinforces the values of the programme. The students are given report cards for each of the subjects at the end of both semesters. The report cards contain the following information: topics taught during the term/school year, achievement according to all the criteria, final grade (1-7), student’s approaches to learning and teachers’ comments. These details provide information to both students and their parents to identify the student’s strengths and weaknesses and respond accordingly.

For more details on assessment see *Appendix 3*.

### **General grade descriptors**

Below are the generic grade descriptors that illustrate the MYP grade scale (1-7). They are broad descriptions of the skills and knowledge that needs to be achieved for each level.

<b>Grade</b>	<b>Achievement level</b>	<b>Descriptor</b>
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.

6	24-27	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

These descriptors are not specific to any of the subject groups. Detailed grade descriptors for all the criteria in all eight MYP subject groups are presented in the Section 3.

### ACADEMIC HONESTY POLICY

Although the words and ideas of other people are continually studied, it is expected of students attending the IBO programmes to present either their own work or state clearly if they use someone else's ideas.

In an attempt to maintain the academic integrity and honesty of students, teachers and the school as a whole, Druga Gimnazija has adopted an Academic Honesty Policy according to which any form of cheating and plagiarism are punishable. Within this policy academic honesty is defined as action that results in the production of academic work that is original and not founded on cheating, inappropriate help of others or use of any source of information without giving credit where it is due. The school has also adopted the citation and referencing techniques which help students develop their information and media literacy skills (see section 4 of this guide). These should prove to be very helpful in their future education.

Within this policy **academic honesty** is defined as any action that results in the production of academic work that is original and not founded on cheating, stealing of ideas, inappropriate help of others or use of any source of information without giving credit where it is due. In other words, in a very simplified way, **plagiarism** as an act that violates the Academic Honesty Policy stands for the use of other people's work, words or ideas without clearly stating the source of information.

#### Malpractice

Any action that breaks the regulations of the International Baccalaureate Organization and is contrary to the above stated definition of academic honesty is regarded as malpractice. There is a variety of actions that can be seen as examples of plagiarism:

- Copying sentences and phrases from books, websites or other sources without precisely stating the source by using the citation system adopted at the school.
- Using ideas, characters, plots, theories and concepts from other media sources without attributing them properly and presenting them as your own.
- Copying someone else's assignment.
- Allowing someone else to copy your assignment.
- Submitting another person's work as your own.

- Working with others on an assignment that was supposed to be a product of a student's own work.

### **Procedures in incidents involving plagiarism**

The subject teachers will deal with the incidents of plagiarism occurring in their classes. Teachers who suspect that a student has committed any of the above should try to prove any wrongdoing. Teachers who confirm that a student committed an act of malpractice should report the incident to the student's homeroom teacher and other teachers. **All incidents in any of the subjects** are registered **cumulatively** during the school year.

Once an act of malpractice is confirmed, the teacher is expected to act as follows:

1. If a student commits an act of plagiarism for the first time, he/she will be awarded level "0" for the assignment according to the criterion/criteria used for the assessment of the task. Other teachers will be informed about the incident and the student will rewrite the assignment according to the teacher's original specifications.
2. If a student commits an act of plagiarism for the second time, he/she will be awarded level "0" for the assignment according to the criterion/criteria used for the assessment of the task, and the acts of plagiarism will be clearly stated in the reports given at the end of the semester. Also, a meeting attended by the student, the subject teacher and the homeroom teacher will be convened.
3. If a student commits an act of plagiarism for the third time, he/she will be awarded level "0" for the assignment according to the criterion/criteria used for the assessment of the task, the teacher will inform the MYP coordinator about the incident and a letter will be placed in the student's file. At this stage a meeting will be convened involving the student, his/her parents/guardians, homeroom teacher and the MYP coordinator where both the student and his/her parents/guardians will be informed that any further infringement against the Academic Honesty Policy will be sanctioned by lowering of the student's behaviour grade since continual violation of the school rules shows the student's negative attitude towards his/her obligations.
4. If a student commits an act of plagiarism once again, he/she will be awarded level "0" for the suspected assignment according to the criterion/criteria used for the assessment of the task, and the act of plagiarism will be clearly stated in the report given to the student at the end of the semester. Also, the student will be charged for improper conduct – for continually breaking the rules of the school's Academic Honesty Policy – and the student's behaviour grade will be lowered.
5. If a student keeps breaking the rules defined by the school's Academic Honesty Policy, a meeting will be convened involving all the members of the school's MYP teaching staff and the principal that may result in the student's status in the IB Middle Years Programme being discussed.

The above stated procedure and its measures refer to those tasks given to students where they have an opportunity to use a variety of sources (books, websites, journals etc.). This procedure does not refer to attempts of cheating during **written examinations** that take place during classes. Using any kind of prohibited materials during a test or attempts to share answers with classmates during a written examination will be awarded with level "0" for the assignment according to the criterion/criteria used for the assessment of the task without a chance to retake the exam.

**Academic integrity policy is available on the website of Druga gimnazija Sarajevo with detailed instructions about procedures when it comes to student's malpractice.**

## **PROMOTION REQUIREMENTS**

Promotion from each grade is not an automatic procedure. To be promoted from MYP Year 1 to MYP Year 2 and MYP Year 2 to Year 3 (i.e. the IB Diploma Programme), a student's final report at the end of the school year should demonstrate no subject grade 1 or 2. In MYP Year 2 a student should also obtain at least grade 3 in Personal Project and meet all the internal deadlines related to the project.

Students who have **at least grade 4 in Bosnian, English and Mathematics** and the **exemplary behaviour grade** at the end of both MYP Year 1 and MYP Year 2 are directly promoted to the IB Diploma Programme. Students who have a grade lower than 4 in one or both of the two years of the programme and in any of these three subjects take entrance exam(s) in subject(s) in which they did not fulfil the above-mentioned criterion. A precondition for all students is to have **exemplary** behaviour grade at the end of each year of the programme. In other words, students with a behaviour grade lower than exemplary cannot enter the IB Diploma Programme.

## **COPYRIGHTS AND RELATED RIGHTS**

In accordance with Article 6 of *General Regulations: Middle Years Programme*, available on the school's website, while attending the IB Middle Years Programme the students produce a variety of materials in written, audio or visual form, sometimes including recordings of their voice or image. The students own the copyrights of those materials, but by attending the programme they accept for the school to collect the materials in written, audio or visual form in order to adequately meet the requirements of the assessment procedures. Some of those materials may be sent to the IBO as a part of the obligatory moderation of assessment processes conducted at the school. The written, audio or visual materials shall not be shown by the school to third parties without the written consent of the students and/or their parents/guardians.

## **TEACHERS**

The teachers involved in the implementation of the programme are trained to teach the programme. According to the rules of the IBO it is obligatory for every school to either send its teachers to attend an IB teacher-training workshop or to organize with the help of the IBO a school-based training for its teachers.

## SECTION 3: ASSESSMENT CRITERIA

### GRADE BOUNDARIES

The following boundaries are used to determine student's final grade at the end of a semester or school year, or in situations when a task is assessed against all four assessment criteria:

Grade	Boundaries
1	0 – 5
2	6 – 9
3	10 – 14
4	15 – 18
5	19 – 23
6	24 – 27
7	28 – 32

When a task is assessed against only one assessment criterion, the student's mark is determined using the following boundaries:

Grade	Boundaries
1	0 – 1
2	2
3	3
4	4
5	5
6	6 – 7
7	8

When a task is assessed against two assessment criteria, the student's mark is determined using the following boundaries:

Grade	Boundaries
1	0 – 2
2	3 – 4
3	5 – 7
4	8 – 9
5	10 – 11
6	12 – 13
7	14 – 16

When a task is assessed against three assessment criteria, the student's mark is determined using the following boundaries:

Grade	Boundaries
1	0 – 3
2	4 – 7
3	8 – 11
4	12 – 14
5	15 – 17
6	18 – 20
7	21 – 24

**LANGUAGE AND LITERATURE**  
**(English, Bosnian/Croatian/Serbian A)**

**Criterion A: Analysing (maximum 8)**

At the end of year 5, students should be able to:

- i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts
- ii. analyse the effects of the creator’s choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. evaluate similarities and differences by connecting features across and within genres and texts.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. provides <b>limited</b> analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts</li> <li>ii. provides <b>limited</b> analysis of the effects of the creator’s choices on an audience</li> <li>iii. <b>rarely</b> justifies opinions and ideas with examples or explanations; uses <b>little or no</b> terminology</li> <li>iv. evaluates <b>few</b> similarities and differences by making <b>minimal</b> connections in features across and within genres and texts.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. provides <b>adequate</b> analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts</li> <li>ii. provides <b>adequate</b> analysis of the effects of the creator’s choices on an audience</li> <li>iii. justifies opinions and ideas with <b>some</b> examples and explanations, though this may not be consistent; uses <b>some</b> terminology</li> <li>iv. evaluates <b>some</b> similarities and differences by making <b>adequate</b> connections in features across and within genres and texts.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>competently</b> analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts</li> <li>ii. <b>competently</b> analyses the effects of the creator’s choices on an audience</li> <li>iii. <b>sufficiently</b> justifies opinions and ideas with examples and explanations; uses accurate terminology</li> <li>iv. evaluates similarities and differences by making <b>substantial</b> connections in features across and within genres and texts.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. provides <b>perceptive</b> analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts</li> <li>ii. <b>perceptively</b> analyses the effects of the creator’s choices on an audience</li> <li>iii. gives <b>detailed justification of</b> opinions and ideas with a range of examples, and <b>thorough</b> explanations; uses <b>accurate</b> terminology</li> <li>iv. <b>perceptively compares and contrasts</b> by making <b>extensive</b> connections in features across and within genres and texts.</li> </ol>

## Criterion B: **Organizing** (maximum 8)

At the end of year 5, students should be able to:

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a sustained, coherent and logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. makes <b>minimal</b> use of organizational structures though these may not always serve the context and intention</li> <li>ii. organizes opinions and ideas with a <b>minimal degree of coherence and logic</b></li> <li>iii. makes <b>minimal</b> use of referencing and formatting tools to create a presentation style that may <b>not always be suitable</b> to the context and intention.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. makes <b>adequate</b> use of organizational structures that serve the context and intention</li> <li>ii. organizes opinions and ideas with <b>some degree of coherence and logic</b></li> <li>iii. makes <b>adequate</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. makes <b>competent</b> use of organizational structures that serve the context and intention</li> <li>ii. organizes opinions and ideas in a <b>coherent and logical</b> manner with ideas building on each other</li> <li>iii. makes <b>competent</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. makes <b>sophisticated</b> use of organizational structures that serve the context and intention <b>effectively</b></li> <li>ii. <b>effectively</b> organizes opinions and ideas in a <b>sustained, coherent and logical</b> manner with ideas building on each other in a <b>sophisticated</b> way</li> <li>iii. makes <b>excellent</b> use of referencing and formatting tools to create an <b>effective</b> presentation style.</li> </ol>

## Criterion C: **Producing text** (maximum 8)

At the end of year 5, students should be able to:

- i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to develop ideas.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. produces texts that demonstrate <b>limited</b> personal engagement with the creative process; demonstrates a <b>limited</b> degree of insight, imagination or sensitivity and <b>minimal</b> exploration of and critical reflection on new perspectives and ideas</li> <li>ii. makes <b>minimal</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>limited</b> awareness of impact on an audience</li> <li>iii. selects <b>few</b> relevant details and examples to develop ideas.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. produces texts that demonstrate <b>adequate</b> personal engagement with the creative process; demonstrates <b>some</b> insight, imagination or sensitivity and <b>some</b> exploration of and critical reflection on new perspectives and ideas</li> <li>ii. makes <b>some</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>adequate</b> awareness of impact on an audience</li> <li>iii. selects <b>some</b> relevant details and examples to develop ideas.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. produces texts that demonstrate <b>considerable</b> personal engagement with the creative process; demonstrates <b>considerable</b> insight, imagination or sensitivity and <b>substantial</b> exploration of and critical reflection on new perspectives and ideas</li> <li>ii. makes <b>thoughtful</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>good</b> awareness of impact on an audience</li> <li>iii. selects <b>sufficient</b> relevant details and examples to develop ideas.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. produces texts that demonstrate a <b>high degree</b> of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and <b>perceptive</b> exploration of and critical reflection on new perspectives and ideas</li> <li>ii. makes <b>perceptive</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>good</b> awareness of impact on an audience</li> <li>iii. selects <b>extensive</b> relevant details and examples to develop ideas with <b>precision</b>.</li> </ol>

## Criterion D: Using language (maximum 8)

At the end of year 5, students should be able to:

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in a register and style that serve the context and intention
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. uses a <b>limited</b> range of appropriate vocabulary and forms of expression</li> <li>ii. writes and speaks in an <b>inappropriate</b> register and style that <b>do not</b> serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with <b>limited</b> accuracy; errors <b>often hinder</b> communication</li> <li>iv. spells/writes and pronounces with <b>limited</b> accuracy; errors <b>often hinder</b> communication</li> <li>v. makes <b>limited and/or inappropriate</b> use of non-verbal communication techniques.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. uses an <b>adequate</b> range of appropriate vocabulary, sentence structures and forms of expression</li> <li>ii. <b>sometimes</b> writes and speaks in a register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li> <li>iv. spells/writes and pronounces with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li> <li>v. makes <b>some</b> use of appropriate non-verbal communication techniques.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. uses a <b>varied range</b> of appropriate vocabulary, sentence structures and forms of expression <b>competently</b></li> <li>ii. writes and speaks <b>competently</b> in a register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li> <li>iv. spells/writes and pronounces with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li> <li>v. makes <b>sufficient</b> use of appropriate non-verbal communication techniques.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>effectively</b> uses a range of appropriate vocabulary, sentence structures and forms of expression</li> <li>ii. writes and speaks in a <b>consistently appropriate</b> register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li> <li>iv. spells/writes and pronounces with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li> <li>v. makes <b>effective</b> use of appropriate non-verbal communication techniques.</li> </ol>

**LANGUAGE ACQUISITION**  
**(Bosnian/Croatian/Serbian, French, German,Italian)**

**Criterion A: Listening** (maximum 8)

At the end of phase 3, students should be able to:

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> <li>i. <b>identifies</b> minimal stated information (facts and/or opinions) in simple authentic texts</li> <li>ii. <b>identifies</b> basic conventions in simple authentic texts</li> <li>iii. <b>identifies</b> basic connections in simple authentic texts</li> </ul>
3–4	The student: <ul style="list-style-type: none"> <li>i. <b>identifies</b> some stated information (facts and/or opinions) in simple authentic texts</li> <li>ii. <b>identifies</b> basic conventions in simple authentic texts</li> <li>iii. <b>identifies</b> basic connections in simple authentic texts</li> </ul>
5–6	The student: <ul style="list-style-type: none"> <li>i. <b>identifies</b> most stated information (facts and/or opinions, and supporting details) in a variety of simple authentic texts</li> <li>ii. <b>interprets</b> conventions in simple authentic texts</li> <li>iii. <b>interprets</b> connections in simple authentic texts</li> </ul>
7–8	The student: <ul style="list-style-type: none"> <li>i. <b>identifies</b> explicit and implicit information (facts and/or opinions, and supporting details) in a wide variety of simple authentic texts</li> <li>ii. <b>analyses</b> conventions in simple authentic texts</li> <li>iii. <b>analyses</b> connections in simple authentic texts</li> </ul>

## Criterion B: **Reading** (maximum 8)

At the end of phase 3, students should be able to:

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>identifies</b> minimal stated information (facts and/or opinions) in a variety of simple authentic texts</li> <li>ii. <b>identifies</b> basic conventions in simple authentic texts</li> <li>iii. <b>identifies</b> basic connections in simple authentic texts</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>identifies</b> some stated information (facts and/or opinions) in a variety of simple authentic texts</li> <li>ii. <b>identifies</b> basic conventions in simple authentic texts</li> <li>iii. <b>identifies</b> basic connections in simple authentic text</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>identifies</b> most stated information (facts and/or opinions, and supporting details) in a variety of simple authentic texts</li> <li>ii. <b>interprets</b> conventions in simple authentic texts.</li> <li>iii. <b>interprets</b> connections in simple authentic texts</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>identifies</b> explicit and implicit information (facts and/or opinions, and supporting details) in a wide variety of simple authentic texts</li> <li>ii. <b>analyses</b> conventions in simple authentic texts</li> <li>iii. <b>analyses</b> connections in simple authentic texts</li> </ol>

## Criterion C: **Speaking** (maximum 8)

At the end of phase 3, students should be able to:

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> <li>i. <b>uses</b> a limited range of vocabulary</li> <li>ii. <b>uses</b> a limited range of grammatical structures with many errors which often hinder communication</li> <li>iii. <b>uses</b> pronunciation and intonation with many errors which often hinder comprehension</li> <li>iv. <b>communicates</b> limited relevant information</li> </ul>
3–4	The student: <ul style="list-style-type: none"> <li>i. <b>uses</b> a basic range of vocabulary</li> <li>ii. <b>uses</b> a basic range of grammatical structures with some errors which sometimes hinder communication</li> <li>iii. <b>uses</b> pronunciation and intonation with some errors which sometimes hinder comprehension</li> <li>iv. <b>communicates</b> some relevant information</li> </ul>
5–6	The student: <ul style="list-style-type: none"> <li>i. <b>uses</b> a range of vocabulary</li> <li>ii. <b>uses</b> a range of grammatical structures with a few errors which do not hinder communication</li> <li>iii. <b>uses</b> pronunciation and intonation with a few errors. However, these do not hinder comprehension</li> <li>iv. <b>communicates</b> most relevant information</li> </ul>
7–8	The student: <ul style="list-style-type: none"> <li>i. uses a wide range of vocabulary</li> <li>ii. uses a wide range of grammatical structures generally accurately</li> <li>iii. uses clear pronunciation and intonation which makes the communication easy to comprehend</li> <li>iv. communicates all or almost all the required information clearly and effectively</li> </ul>

## Criterion D: **Writing** (maximum 8)

At the end of phase 3, students should be able to:

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: i. <b>uses</b> a limited range of vocabulary ii. <b>uses</b> a limited range of grammatical structures with many errors which often hinder communication iii. <b>presents</b> some information in a partially-recognizable format using some basic cohesive devices
3–4	The student: i. <b>uses</b> a basic range of vocabulary ii. <b>uses</b> a basic range of grammatical structures with some errors which sometimes hinder communication iii. <b>organizes</b> information in a recognizable format using a range of basic cohesive devices iv. <b>communicates</b> some relevant information with some sense of audience and purpose to suit the context
5–6	The student: i. <b>uses</b> a range of vocabulary ii. <b>uses</b> a range of grammatical structures with a few errors which do not hinder communication iii. <b>organizes information</b> in an appropriate format using simple and some complex cohesive devices iv. <b>communicates most relevant</b> information with a sense of audience and purpose to suit the context
7–8	The student: i. <b>uses</b> a wide range of vocabulary ii. <b>uses</b> a wide range of grammatical structures generally accurately iii. <b>organizes information</b> effectively and coherently in an appropriate format using a wide range of simple and some complex cohesive devices iv. <b>communicates</b> all or almost all the required information with a clear sense of audience and purpose to suit the context

## **MATHEMATICS**

### Criterion A: **Knowing and understanding** (maximum 8)

At the end of year 5, students should be able to:

- i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- ii. apply the selected mathematics successfully when solving problems
- iii. solve problems correctly in a variety of contexts.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"> <li>i. <b>select</b> appropriate mathematics when solving simple problems in familiar situations</li> <li>ii. <b>apply</b> the selected mathematics successfully when solving these problems</li> <li>iii. generally <b>solve</b> these problems correctly in a variety of contexts</li> </ol>
3–4	The student is able to: <ol style="list-style-type: none"> <li>i. <b>select</b> appropriate mathematics when solving more complex problems in familiar situations</li> <li>ii. <b>apply</b> the selected mathematics successfully when solving these problems</li> <li>iii. generally <b>solve</b> these problems correctly in a variety of contexts</li> </ol>
5–6	The student is able to: <ol style="list-style-type: none"> <li>i. <b>select</b> appropriate mathematics when solving challenging problems in familiar situations</li> <li>ii. <b>apply</b> the selected mathematics successfully when solving these problems</li> <li>iii. generally <b>solve</b> these problems correctly in a variety of contexts</li> </ol>
7–8	The student is able to: <ol style="list-style-type: none"> <li>i. <b>select</b> appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations</li> <li>ii. <b>apply</b> the selected mathematics successfully when solving these problems</li> <li>iii. generally <b>solve</b> these problems correctly in a variety of contexts</li> </ol>

## Criterion B: Investigating patterns (maximum 8)

At the end of year 5, students should be able to:

- i. select and apply mathematical problem-solving techniques to discover complex patterns
- ii. describe patterns as general rules consistent with findings
- iii. prove, or verify and justify, general rules.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"> <li>i. <b>apply</b>, with teacher support, mathematical problem-solving techniques to discover simple patterns</li> <li>ii. <b>state</b> predictions consistent with patterns.</li> </ol>
3–4	The student is able to: <ol style="list-style-type: none"> <li>i. <b>apply</b> mathematical problem-solving techniques to discover simple patterns</li> <li>ii. <b>suggest</b> general rules consistent with findings.</li> </ol>
5–6	The student is able to: <ol style="list-style-type: none"> <li>i. <b>select</b> and apply mathematical problem-solving techniques to discover complex patterns</li> <li>ii. <b>describe</b> patterns as general rules consistent with findings</li> <li>iii. <b>verify</b> the validity of these general rules.</li> </ol>
7–8	The student is able to: <ol style="list-style-type: none"> <li>i. <b>select</b> and <b>apply</b> mathematical problem-solving techniques to discover complex patterns</li> <li>ii. <b>describe</b> patterns as general rules consistent with correct findings</li> <li>iii. <b>prove</b>, or <b>verify</b> and <b>justify</b>, these general rules.</li> </ol>

## Criterion C: **Communicating** (maximum 8)

At the end of year 5, students should be able to:

- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- ii. use appropriate forms of mathematical representation to present information
- iii. move between different forms of mathematical representation
- iv. communicate complete, coherent and concise mathematical lines of reasoning
- v. organize information using a logical structure.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"> <li>i. <b>use</b> limited mathematical language</li> <li>ii. <b>use</b> limited forms of mathematical representation to present information</li> <li>iii. <b>communicate</b> through lines of reasoning that are difficult to interpret.</li> </ol>
3–4	The student is able to: <ol style="list-style-type: none"> <li>i. <b>use</b> some appropriate mathematical language</li> <li>ii. <b>use</b> appropriate forms of mathematical representation to present information adequately</li> <li>iii. <b>communicate</b> through lines of reasoning that are complete</li> <li>iv. adequately <b>organize</b> information using a logical structure.</li> </ol>
5–6	The student is able to: <ol style="list-style-type: none"> <li>i. usually <b>use</b> appropriate mathematical language</li> <li>ii. usually <b>use</b> appropriate forms of mathematical representation to present information correctly</li> <li>iii. usually move between different forms of mathematical representation</li> <li>iv. <b>communicate</b> through lines of reasoning that are complete and coherent</li> <li>v. <b>present</b> work that is usually organized using a logical structure.</li> </ol>
7–8	The student is able to: <ol style="list-style-type: none"> <li>i. consistently <b>use</b> appropriate mathematical language</li> <li>ii. <b>use</b> appropriate forms of mathematical representation to consistently present information correctly</li> <li>iii. move effectively between different forms of mathematical representation</li> <li>iv. <b>communicate</b> through lines of reasoning that are complete, coherent and concise</li> <li>v. <b>present</b> work that is consistently organized using a logical structure.</li> </ol>

## Criterion D: **Applying mathematics in real-life contexts** (maximum 8)

At the end of year 5, students should be able to:

- i. identify relevant elements of authentic real-life situations
- ii. select appropriate mathematical strategies when solving authentic real-life situations
- iii. apply the selected mathematical strategies successfully to reach a solution
- iv. justify the degree of accuracy of a solution
- v. justify whether a solution makes sense in the context of the authentic real-life situation.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"> <li>i. <b>identify</b> some of the elements of the authentic real-life situation</li> <li>ii. <b>apply</b> mathematical strategies to find a solution to the authentic real-life situation, with limited success.</li> </ol>
3–4	The student is able to: <ol style="list-style-type: none"> <li>i. <b>identify</b> the relevant elements of the authentic real-life situation</li> <li>ii. <b>select</b>, with some success, adequate mathematical strategies to model the authentic real-life situation</li> <li>iii. <b>apply</b> mathematical strategies to reach a solution to the authentic real-life situation</li> <li>iv. <b>discuss</b> whether the solution makes sense in the context of the authentic real-life situation.</li> </ol>
5–6	The student is able to: <ol style="list-style-type: none"> <li>i. <b>identify</b> the relevant elements of the authentic real-life situation</li> <li>ii. <b>select</b> adequate mathematical strategies to model the authentic real-life situation</li> <li>iii. <b>apply</b> the selected mathematical strategies to reach a valid solution to the authentic real-life situation</li> <li>iv. <b>explain</b> the degree of accuracy of the solution</li> <li>v. <b>explain</b> whether the solution makes sense in the context of the authentic real-life situation.</li> </ol>
7–8	The student is able to: <ol style="list-style-type: none"> <li>i. <b>identify</b> the relevant elements of the authentic real-life situation</li> <li>ii. <b>select</b> appropriate mathematical strategies to model the authentic real-life situation</li> <li>iii. <b>apply</b> the selected mathematical strategies to reach a correct solution to the authentic real-life situation</li> <li>iv. <b>justify</b> the degree of accuracy of the solution</li> <li>v. <b>justify</b> whether the solution makes sense in the context of the authentic real-life situation.</li> </ol>

## **SCIENCES (Physics, Chemistry, Biology)**

### Criterion A: **Knowing and understanding** (maximum 8)

At the end of year 5, students should be able to:

- i. explain scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. analyse and evaluate information to make scientifically supported judgments.

Achievement level	Level descriptor
0	The student does not reach a standard identified by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"> <li>i. <b>state</b> scientific knowledge</li> <li>ii. apply scientific knowledge and understanding to <b>suggest solutions</b> to problems set in <b>familiar situations</b></li> <li>iii. <b>interpret</b> information to make <b>judgments</b>.</li> </ol>
3–4	The student is able to: <ol style="list-style-type: none"> <li>i. <b>outline</b> scientific knowledge</li> <li>ii. apply scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar situations</b></li> <li>iii. <b>interpret</b> information to make <b>scientifically supported judgments</b>.</li> </ol>
5–6	The student is able to: <ol style="list-style-type: none"> <li>i. <b>describe</b> scientific knowledge</li> <li>ii. apply scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar situations</b> and <b>suggest solutions</b> to problems set in <b>unfamiliar situations</b></li> <li>iii. <b>analyse</b> information to make <b>scientifically supported judgments</b>.</li> </ol>
7–8	The student is able to: <ol style="list-style-type: none"> <li>i. <b>explain</b> scientific knowledge</li> <li>ii. apply scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar and unfamiliar situations</b></li> <li>iii. <b>analyse</b> and <b>evaluate</b> information to make <b>scientifically supported judgments</b>.</li> </ol>

## Criterion B: **Inquiring and designing** (maximum 8)

At the end of year 5, students should be able to:

- i. explain a problem or question to be tested by a scientific investigation
- ii. formulate a testable hypothesis and explain it using scientific reasoning
- iii. explain how to manipulate the variables, and explain how data will be collected
- iv. design scientific investigations.

Achievement level	Level descriptor
0	The student does not reach a standard identified by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"> <li>i. <b>state</b> a problem or question to be tested by a scientific investigation</li> <li>ii. <b>outline</b> a testable hypothesis</li> <li>iii. <b>outline</b> the variables</li> <li>iv. <b>design</b> a method, <b>with limited success</b>.</li> </ol>
3–4	The student is able to: <ol style="list-style-type: none"> <li>i. <b>outline</b> a problem or question to be tested by a scientific investigation</li> <li>ii. <b>formulate</b> a testable hypothesis <b>using scientific reasoning</b></li> <li>iii. <b>outline</b> how to manipulate the variables, and <b>outline</b> how <b>relevant data</b> will be collected</li> <li>iv. design a <b>safe method</b> in which he or she <b>selects materials and equipment</b>.</li> </ol>
5–6	The student is able to: <ol style="list-style-type: none"> <li>i. <b>describe</b> a problem or question to be tested by a scientific investigation</li> <li>ii. <b>formulate and explain</b> a testable hypothesis <b>using scientific reasoning</b></li> <li>iii. <b>describe</b> how to manipulate the variables, and <b>describe</b> how <b>sufficient, relevant data</b> will be collected</li> <li>iv. design a <b>complete and safe method</b> in which he or she selects <b>appropriate materials and equipment</b>.</li> </ol>
7–8	The student is able to: <ol style="list-style-type: none"> <li>i. <b>explain</b> a problem or question to be tested by a scientific investigation</li> <li>ii. <b>formulate and explain</b> a testable hypothesis <b>using correct scientific reasoning</b></li> <li>iii. <b>explain</b> how to manipulate the variables, and <b>explain</b> how <b>sufficient, relevant data</b> will be collected</li> <li>iv. <b>design</b> a <b>logical, complete and safe method</b> in which he or she <b>selects appropriate materials and equipment</b>.</li> </ol>

## Criterion C: **Processing and evaluating** (maximum 8)

At the end of year 5, students should be able to:

- i. present collected and transformed data
- ii. interpret data and explain results using scientific reasoning
- iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- iv. evaluate the validity of the method
- v. explain improvements or extensions to the method.

Achievement level	Level descriptor
0	The student does not reach a standard identified by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"> <li>i. <b>collect and present</b> data in numerical and/or visual forms</li> <li>ii. <b>interpret</b> data</li> <li>iii. <b>state</b> the validity of a hypothesis based on the outcome of a scientific investigation</li> <li>iv. <b>state</b> the validity of the method based on the outcome of a scientific investigation</li> <li>v. <b>state</b> improvements or extensions to the method.</li> </ol>
3–4	The student is able to: <ol style="list-style-type: none"> <li>i. <b>correctly collect and present</b> data in numerical and/or visual forms</li> <li>ii. <b>accurately interpret</b> data and <b>explain</b> results</li> <li>iii. <b>outline</b> the validity of a hypothesis based on the outcome of a scientific investigation</li> <li>iv. <b>outline</b> the validity of the method based on the outcome of a scientific investigation</li> <li>v. <b>outline</b> improvements or extensions to the method that would benefit the scientific investigation.</li> </ol>
5–6	The student is able to: <ol style="list-style-type: none"> <li>i. <b>correctly collect, organize and present</b> data in numerical and/or visual forms</li> <li>ii. <b>accurately interpret</b> data and <b>explain</b> results <b>using scientific reasoning</b></li> <li>iii. <b>discuss</b> the validity of a hypothesis based on the outcome of a scientific investigation</li> <li>iv. <b>discuss</b> the validity of the method based on the outcome of a scientific investigation</li> <li>v. <b>describe</b> improvements or extensions to the method that would benefit the scientific investigation.</li> </ol>
7–8	The student is able to: <ol style="list-style-type: none"> <li>i. <b>correctly collect, organize, transform and present</b> data in numerical and/or visual forms</li> <li>ii. <b>accurately interpret</b> data and <b>explain</b> results <b>using correct scientific reasoning</b></li> <li>iii. <b>evaluate</b> the validity of a hypothesis based on the outcome of a scientific investigation</li> <li>iv. <b>evaluate</b> the validity of the method based on the outcome of a scientific investigation</li> <li>v. <b>explain</b> improvements or extensions to the method that would benefit the scientific investigation.</li> </ol>

## Criterion D: **Reflecting on the impacts of science** (maximum 8)

At the end of year 5, students should be able to:

- i. explain the ways in which science is applied and used to address a specific problem or issue
- ii. discuss and evaluate the various implications of using science and its application to solve a specific problem or issue
- iii. apply scientific language effectively
- iv. document the work of others and sources of information used.

Achievement level	Level descriptor
0	The student does not reach a standard identified by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"> <li>i. <b>outline</b> the ways in which science is used to address a specific problem or issue</li> <li>ii. <b>outline</b> the implications of using science to solve a specific problem or issue, interacting with a factor</li> <li>iii. <b>apply</b> scientific language to communicate understanding but does so <b>with limited success</b></li> <li>iv. document sources, with <b>limited success</b>.</li> </ol>
3–4	The student is able to: <ol style="list-style-type: none"> <li>i. <b>summarize</b> the ways in which science is applied and used to address a specific problem or issue</li> <li>ii. <b>describe</b> the implications of using science and its application to solve a specific problem or issue, interacting with a factor</li> <li>iii. <b>sometimes apply</b> scientific language to communicate understanding</li> <li>iv. <b>sometimes</b> document sources correctly.</li> </ol>
5–6	The student is able to: <ol style="list-style-type: none"> <li>i. <b>describe</b> the ways in which science is applied and used to address a specific problem or issue</li> <li>ii. <b>discuss</b> the implications of using science and its application to solve a specific problem or issue, interacting with a factor</li> <li>iii. <b>usually apply</b> scientific language to communicate understanding clearly and precisely</li> <li>iv. <b>usually</b> document sources correctly.</li> </ol>
7–8	The student is able to: <ol style="list-style-type: none"> <li>i. <b>explain</b> the ways in which science is applied and used to address a specific problem or issue</li> <li>ii. <b>discuss and evaluate</b> the implications of using science and its application to solve a specific problem or issue, interacting with a factor</li> <li>iii. <b>consistently apply</b> scientific language to communicate understanding <b>clearly and precisely</b></li> <li>iv. document sources <b>completely</b>.</li> </ol>

## **INDIVIDUALS AND SOCIETY (History, Geography)**

### Criterion A: **Knowing and understanding** (maximum 8)

At the end of year 5, students should be able to:

- i. use a wide range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. uses <b>limited</b> relevant terminology</li> <li>ii. demonstrates <b>basic</b> knowledge and understanding of content and concepts with <b>minimal</b> descriptions and/or examples.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. uses <b>some</b> terminology <b>accurately</b> and <b>appropriately</b></li> <li>ii. demonstrates <b>adequate</b> knowledge and understanding of content and concepts through <b>satisfactory</b> descriptions, explanations and examples.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. uses a <b>range</b> of terminology <b>accurately</b> and <b>appropriately</b></li> <li>ii. demonstrates <b>substantial</b> knowledge and understanding of content and concepts through <b>accurate</b> descriptions, explanations and examples.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>consistently</b> uses a <b>wide range</b> of terminology <b>effectively</b></li> <li>ii. demonstrates <b>detailed</b> knowledge and understanding of content and concepts through <b>thorough, accurate</b> descriptions, explanations and examples.</li> </ol>

## Criterion B: **Investigating** (maximum 8)

At the end of year 5, students should be able to:

- i. formulate a clear and focused research question and justify its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use research methods to collect and record appropriate, varied and relevant information
- iv. evaluate the process and results of the investigation.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. formulates a research question that is clear <b>or</b> focused and <b>describes</b> its relevance</li> <li>ii. formulates a <b>limited</b> action plan to investigate a research question or does not follow a plan</li> <li>iii. collects and records <b>limited</b> information, not always consistent with the research question</li> <li>iv. makes a <b>limited</b> evaluation of the process and results of the investigation.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. formulates a research question that is <b>clear</b> and <b>focused</b> and <b>describes</b> its relevance in detail</li> <li>ii. formulates and <b>somewhat</b> follows a <b>partial</b> action plan to investigate a research question</li> <li>iii. uses a research method(s) to collect and record <b>mostly relevant</b> information</li> <li>iv. evaluates <b>some</b> aspects <b>of</b> the process and results of the investigation.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. formulates a <b>clear</b> and <b>focused</b> research question and <b>explains</b> its relevance</li> <li>ii. formulates and follows a <b>substantial</b> action plan to investigate a research question</li> <li>iii. uses research method(s) to collect and record <b>appropriate, relevant</b> information</li> <li>iv. <b>evaluates</b> the process and results of the investigation.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. formulates a <b>clear</b> and <b>focused</b> research question and <b>justifies</b> its relevance</li> <li>ii. formulates and <b>effectively</b> follows a <b>comprehensive</b> action plan to investigate a research question</li> <li>iii. uses research methods to collect and record <b>appropriate, varied and relevant</b> information</li> <li>iv. <b>thoroughly</b> evaluates the investigation process and results.</li> </ol>

## Criterion C: **Communicating** (maximum 8)

At the end of year 5, students should be able to:

- i. communicate information and ideas effectively using an appropriate style for the audience and purpose
- ii. structure information and ideas in a way that is appropriate to the specified format
- iii. document sources of information using a recognized convention.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. communicates information and ideas in a <b>limited way</b>, using a style that is <b>limited</b> in its appropriateness to the audience and purpose</li> <li>ii. structures information and ideas according to the specified format in a <b>limited way</b></li> <li>iii. documents sources of information in a <b>limited way</b>.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. communicates information and ideas <b>satisfactorily</b> by using a style that is <b>somewhat</b> appropriate to the audience and purpose</li> <li>ii. structures information and ideas in a way that is <b>somewhat</b> appropriate to the specified format</li> <li>iii. <b>sometimes</b> documents sources of information using a recognized convention.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. communicates information and ideas <b>accurately</b> by using a style that is <b>mostly</b> appropriate to the audience and purpose</li> <li>ii. structures information and ideas in a way that is <b>mostly</b> appropriate to the specified format</li> <li>iii. <b>often</b> documents sources of information using a recognized convention.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. communicates information and ideas <b>effectively</b> and <b>accurately</b> by using a style that is <b>completely</b> appropriate to the audience and purpose</li> <li>ii. structures information and ideas in a way that is <b>completely</b> appropriate to the specified format</li> <li>iii. <b>consistently</b> documents sources of information using a recognized convention.</li> </ol>

## Criterion D: **Thinking critically** (maximum 8)

At the end of year 5, students should be able to:

- i. discuss concepts, issues, models, visual representation and theories
- ii. synthesize information to make valid, well-supported arguments
- iii. analyse and evaluate a wide range of sources/data in terms of origin and purpose, examining values and limitations
- iv. interpret different perspectives and their implications.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>analyses</b> concepts, issues, models, visual representation and theories to a <b>limited extent</b></li> <li>ii. <b>summarizes</b> information to a <b>limited extent</b> to make arguments</li> <li>iii. <b>describes a limited number of</b> sources/data in terms of origin and purpose and recognizes <b>few</b> values and limitation</li> <li>iv. <b>identifies</b> different perspectives and <b>minimal</b> implications.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>analyses</b> concepts, issues, models, visual representation and theories</li> <li>ii. <b>summarizes</b> information to make arguments</li> <li>iii. <b>analyses and/or evaluates</b> sources/data in terms of origin and purpose, recognizing <b>some</b> values and limitations</li> <li>iv. <b>interprets</b> different perspectives and <b>some</b> of their implications.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>discusses</b> concepts, issues, models, visual representation and theories</li> <li>ii. <b>synthesizes</b> information to make <b>valid</b> arguments</li> <li>iii. <b>effectively analyses and evaluates a range</b> of sources/data in terms of origin and purpose, recognizing values and limitations</li> <li>iv. <b>interprets</b> different perspectives and their implications.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. completes a <b>detailed discussion</b> of concepts, issues, models, visual representation and theories</li> <li>ii. <b>synthesizes</b> information to make <b>valid, well-supported</b> arguments</li> <li>iii. <b>effectively analyses and evaluates a wide range</b> of sources/data in terms of origin and purpose, recognizing values and limitations</li> <li>iv. <b>thoroughly interprets a range</b> of different perspectives and their implications.</li> </ol>

## **DESIGN (Digital design)**

### Criterion A: **Inquiring and analysing** (maximum 8)

Students identify the need for a solution to a problem. At the end of year 5, students should be able to:

- i. explain and justify the need for a solution to a problem for a specified client/target audience
- ii. identify and prioritize primary and secondary research needed to develop a solution to the problem
- iii. analyse a range of existing products that inspire a solution to the problem
- iv. develop a detailed design brief, which summarizes the analysis of relevant research.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>states</b> the need for a solution to a problem for a specified client/target audience</li> <li>ii. <b>develops</b> a basic design brief, which <b>states</b> the <b>findings</b> of relevant research.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>outlines</b> the need for a solution to a problem for a specified client/target audience</li> <li>ii. <b>outlines</b> a research plan, which <b>identifies</b> primary and secondary research needed to <b>develop</b> a solution to the problem, <b>with some guidance</b></li> <li>iii. <b>analyses one</b> existing product that inspires a solution to the problem</li> <li>iv. <b>develops</b> a design brief, which <b>outlines</b> the analysis of relevant research.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>explains</b> the need for a solution to a problem for a specified client/target audience</li> <li>ii. <b>constructs</b> a research plan, which <b>identifies</b> and <b>prioritizes</b> primary and secondary research needed to <b>develop</b> a solution to the problem, <b>with some guidance</b></li> <li>iii. <b>analyses a range of</b> existing products that inspire a solution to the problem</li> <li>iv. <b>develops</b> a design brief, which <b>explains</b> the analysis of relevant research.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>explains</b> and <b>justifies</b> the need for a solution to a problem for a client/target audience</li> <li>ii. <b>constructs</b> a <b>detailed</b> research plan, which <b>identifies</b> and <b>prioritizes</b> the primary and secondary research needed to <b>develop</b> a solution to the problem independently</li> <li>iii. <b>analyses a range of</b> existing products that inspire a solution to the problem in detail</li> <li>iv. <b>develops</b> a <b>detailed</b> design brief, which <b>summarizes</b> the analysis of relevant research.</li> </ol>

## Criterion B: **Developing ideas** (maximum 8)

Students develop a solution. At the end of year 5, students should be able to:

- i. develop design specifications, which clearly states the success criteria for the design of a solution
- ii. develop a range of feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design and justify its selection
- iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>lists some basic</b> design specifications for the design of a solution</li> <li>ii. <b>presents one</b> design, which can be interpreted by others</li> <li>iii. <b>creates</b> incomplete planning drawings/diagrams.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>lists some</b> design specifications, which relate to the success criteria for the design of a solution</li> <li>ii. <b>presents a few</b> feasible designs, using an appropriate medium(s) <b>or</b> annotation, which can be interpreted by others</li> <li>iii. <b>justifies</b> the selection of the chosen design with reference to the design specification</li> <li>iv. <b>creates</b> planning drawings/diagrams <b>or lists</b> requirements for the creation of the chosen solution.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>develops</b> design specifications, which <b>outline</b> the success criteria for the design of a solution</li> <li>ii. <b>develops a range of</b> feasible design ideas, using an appropriate medium(s) <b>and</b> annotation, which can be interpreted by others</li> <li>iii. <b>presents</b> the chosen design and <b>justifies</b> its selection with reference to the design specification</li> <li>iv. <b>develops accurate</b> planning drawings/diagrams and <b>lists</b> requirements for the creation of the chosen solution.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>develops detailed</b> design specifications, which <b>explain</b> the success criteria for the design of a solution based on the analysis of the research</li> <li>ii. <b>develops a range of</b> feasible design ideas, using an appropriate medium(s) <b>and detailed</b> annotation, which can be <b>correctly</b> interpreted by others</li> <li>iii. <b>presents</b> the chosen design and <b>justifies fully and critically</b> its selection with <b>detailed</b> reference to the design specification</li> <li>iv. <b>develops accurate and detailed</b> planning drawings/diagrams and <b>outlines</b> requirements for the creation of the chosen solution.</li> </ol>

## Criterion C: **Creating the solution** (maximum 8)

Students create a solution. At the end of year 5, students should be able to:

- i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. fully justify changes made to the chosen design and plan when making the solution
  - a. present the solution as a whole

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>demonstrates minimal</b> technical skills when making the solution</li> <li>ii. <b>creates</b> the solution, which functions <b>poorly</b> and is presented <b>in an incomplete form</b>.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>constructs a plan</b> that contains some production details, resulting in peers having difficulty following the plan</li> <li>ii. <b>demonstrates satisfactory</b> technical skills when making the solution</li> <li>iii. <b>creates</b> the solution, which <b>partially</b> functions and is <b>adequately</b> presented</li> <li>iv. <b>outlines</b> changes made to the chosen design and plan when making the solution.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>constructs a logical plan</b>, which considers time and resources, sufficient for peers to be able to follow to create the solution</li> <li>ii. <b>demonstrates competent</b> technical skills when making the solution</li> <li>iii. <b>creates</b> the solution, which functions <b>as intended</b> and is presented <b>appropriately</b></li> <li>iv. <b>describes</b> changes made to the chosen design and plan when making the solution.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>constructs a detailed and logical plan</b>, which <b>describes</b> the efficient use of time and resources, sufficient for peers to be able to follow to create the solution</li> <li>ii. <b>demonstrates excellent</b> technical skills when making the solution.</li> <li>iii. follows the plan to <b>create</b> the solution, which functions <b>as intended</b> and is presented <b>appropriately</b></li> <li>iv. fully <b>justifies</b> changes made to the chosen design and plan when making the solution.</li> </ol>

## Criterion D: **Evaluating** (maximum 8)

Students evaluate the solution. At the end of year 5, students should be able to:

- i. design detailed and relevant testing methods, which generate data, to measure the success of the solution
- ii. critically evaluate the success of the solution against the design specification
- iii. explain how the solution could be improved
- iv. explain the impact of the solution on the client/target audience.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>designs a testing method</b>, which is used to measure the success of the solution</li> <li>ii. <b>states</b> the success of the solution.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>designs a relevant testing method</b>, which generates data, to measure the success of the solution</li> <li>ii. <b>outlines</b> the success of the solution against the design specification based on <b>relevant</b> product testing</li> <li>iii. <b>outlines</b> how the solution could be improved</li> <li>iv. <b>outlines</b> the impact of the solution on the client/target audience.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>designs relevant testing methods</b>, which generate data, to measure the success of the solution</li> <li>ii. <b>explains</b> the success of the solution against the design specification based on <b>relevant</b> product testing</li> <li>iii. <b>describes</b> how the solution could be improved</li> <li>iv. <b>explains</b> the impact of the solution on the client/target audience, <b>with guidance</b>.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>designs detailed and relevant testing methods</b>, which generate data, to measure the success of the solution</li> <li>ii. critically <b>evaluates</b> the success of the solution against the design specification based on <b>authentic</b> product testing</li> <li>iii. <b>explains</b> how the solution could be improved</li> <li>iv. <b>explains</b> the impact of the product on the client/target audience.</li> </ol>

## ARTS (Visual Arts, Music)

### Criterion A: **Investigating** (maximum 8)

At the end of year 5, students should be able to:

- i. investigate a movement(s) or genre(s) in their chosen art discipline, related to the statement of inquiry
- ii. Analyse an artwork or performance from the chosen movement(s) or genre(s)

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>provides</b> limited information that is not always related to the statement of inquiry</li> <li>ii. <b>outlines</b> features of an artwork or performance including two from elements, techniques and context</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>provides</b> mostly relevant information that is not always related to the statement of inquiry</li> <li>ii. <b>describes</b> features of an artwork or performance including two from elements, techniques and context.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>provides</b> relevant information that is related to the statement of inquiry</li> <li>ii. <b>analyses</b> features of an artwork or performance including elements, techniques and context.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>provides</b> comprehensive, relevant information that is related to the statement of inquiry</li> <li>ii. <b>critiques</b> an artwork or performance including elements, techniques and context.</li> </ol>

## Criterion B: **Developing** (maximum 8)

At the end of year 5, students should be able to:

The student:

- i. practically explore ideas to inform development of a final artwork or performance
- ii. presents a clear artistic intention for the final artwork or performance in line with the statement of inquiry

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>demonstrates</b> limited practical exploration of an idea or ideas</li> <li>ii. <b>presents</b> a clear artistic intention in line with the statement of inquiry and states artistic choices.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>demonstrates</b> sufficient practical exploration of an idea or ideas</li> <li>ii. <b>presents</b> a clear artistic intention in line with the statement of inquiry and describes artistic choices</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>demonstrates</b> substantial practical exploration of an idea or ideas</li> <li>ii. <b>presents</b> a clear artistic intention in line with the statement of inquiry and explains artistic choices.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>demonstrates</b> extensive and varied practical exploration of an idea or ideas</li> <li>ii. <b>presents</b> a clear artistic intention in line with the statement of inquiry and justifies artistic choices.</li> </ol>

## Criterion C: **Creating/Performing** (maximum 8)

At the end of year 5, students should be able to:

The student:

- i. create or perform an artwork. (please see the note below regarding progression of skills for this criterion)

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> <li>i. demonstrates <b>limited</b> skills and techniques through the creation or performance of a finalized work.</li> </ul>
3–4	The student: <ul style="list-style-type: none"> <li>i. demonstrates <b>satisfactory</b> use of skills and techniques through the creation or performance of a finalized work.</li> </ul>
5–6	The student: <ul style="list-style-type: none"> <li>i. demonstrates <b>mostly effective</b> use of skills and techniques through the creation or performance of a finalized work.</li> </ul>
7–8	The student: <ul style="list-style-type: none"> <li>i. demonstrates <b>consistently effective</b> use of skills and techniques through the creation or performance of a finalized work</li> </ul>

**Note:** The MYP arts objective and assessment criterion C (creating/performing) is the same for all year groups/stages. The increase in sophistication of skills is determined by the skill set developed through each unit, over the years of study. It is expected that teachers plan carefully the skills they expect students to master over each year of the programme in the MYP arts.

## Criterion D: **Evaluating** (maximum 8)

At the end of year 5, students should be able to:

- i. appraise their own artwork or performance
- ii. reflect on their development as an artist

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>describes</b> their own artwork or performance</li> <li>ii. <b>outlines</b> their development as an artist.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>analyses</b> their own artwork or performance</li> <li>ii. <b>describes</b> their development as an artist</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>evaluates</b> their own artwork or performance</li> <li>ii. <b>analyses</b> their development as an artist.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>thoroughly</b> and perceptively evaluates their own artwork or performance</li> <li>ii. <b>discusses</b> their development as an artist.</li> </ol>

## **PHYSICAL AND HEALTH EDUCATION**

### Criterion A: **Knowing and understanding** (maximum 8)

At the end of year 5, students should be able to:

- i. explain physical health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology effectively to communicate understanding.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>states</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>investigate</b> issues and <b>suggest</b> solutions to problems set in familiar situations</li> <li>iii. <b>applies</b> physical and health terminology to communicate understanding <b>with limited success</b>.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>outlines</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>analyse</b> issues and to <b>solve</b> problems set in <b>familiar situations</b></li> <li>iii. <b>applies</b> physical and health terminology to communicate understanding.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>identifies</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>analyse</b> issues to <b>solve</b> problems set in <b>familiar and unfamiliar situations</b></li> <li>iii. <b>applies</b> physical and health terminology <b>consistently</b> to communicate understanding.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>explains</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>analyse</b> complex issues to <b>solve complex</b> problems set in <b>familiar and unfamiliar situations</b></li> <li>iii. <b>applies</b> physical and health terminology <b>consistently and effectively</b> to communicate understanding</li> </ol>

Notes for criterion A:

- Criterion A must be assessed in non-performance/non-playing situations.
- Criterion A can be assessed only through written or oral tasks.

## Criterion B: **Planning for performance** (maximum 8)

At the end of year 5, students should be able to:

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. <b>identifies</b> goals to enhance performance ii. <b>constructs</b> a plan to improve physical performance and health.
3–4	The student: i. <b>outlines</b> goals to enhance performance ii. <b>constructs</b> and describes a plan to improve physical performance and health.
5–6	The student: i. <b>explains</b> goals to enhance performance ii. <b>designs</b> and explains a plan to improve physical performance and health
7–8	The student: i. <b>develops</b> goals to enhance performance ii. <b>designs, explains and justifies</b> a plan to improve physical performance and health

### Notes for criterion B

- Criterion B can be assessed through units that require students to inquire and plan. Examples include: composition of aesthetic movement routines (such as gymnastics, dance, sport aerobics, martial arts), fitness training programmes, coaching programmes, game creation and laboratory investigations (such as fitness, skill acquisition, energy systems).

## Criterion C: **Applying and performing** (maximum 8)

At the end of year 5, students should be able to:

- i. demonstrate and apply a range of skills and techniques effectively
- ii. demonstrate and apply a range of strategies and movement concepts
- iii. analyse and apply information to perform effectively.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>demonstrates</b> and <b>applies</b> skills and techniques <b>with limited success</b></li> <li>ii. <b>demonstrates</b> and <b>applies</b> strategies and movement concepts <b>with limited success</b></li> <li>iii. <b>recalls</b> information to perform.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>demonstrates</b> and <b>applies</b> skills and techniques</li> <li>ii. <b>demonstrates</b> and <b>applies</b> strategies and movement concepts</li> <li>iii. <b>identifies</b> and <b>applies</b> information to perform.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>demonstrates</b> and <b>applies a range</b> of skills and techniques</li> <li>ii. <b>demonstrates</b> and <b>applies a range</b> of strategies and movement concepts</li> <li>iii. <b>analyses</b> and <b>applies</b> information to perform.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>demonstrates</b> and <b>applies a range of complex</b> skills and techniques</li> <li>ii. <b>demonstrates</b> and <b>applies a range of complex</b> strategies and movement concepts</li> <li>iii. <b>analyses</b> and <b>applies</b> information to perform <b>effectively</b>.</li> </ol>

#### Notes for criterion C

- Criterion C must be assessed in performance/playing situations.
- A student’s ability to recall and apply skills and techniques effectively could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.
- A student’s ability to recall and apply strategies and movement concepts effectively could include: the use of space, force and flow of movement and adaptation to various situations.
- A student’s ability to recall and apply information to perform effectively could include: reading the situation, processing information, responding to feedback and making appropriate decisions. Depending on the nature of the activity, these sorts of characteristics should be considered.
- Criterion C is not appropriate for assessing replication of movement routines and umpiring/refereeing.
- Criterion C, strand iii (analyse and apply information to perform effectively) is not applicable for eAssessmen

#### Criterion D: **Reflecting and improving performance** (maximum 8)

At the end of year 5, students should be able to:

- i. explain and demonstrate strategies to enhance interpersonal skills
- ii. analyse and evaluate the effectiveness of a plan based on the outcome
- iii. analyse and evaluate performance.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. identifies and demonstrates strategies to enhance interpersonal skills</li> <li>ii. outlines the effectiveness of a plan based on the outcome</li> <li>iii. outlines and summarizes performance.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. outlines and demonstrates strategies to enhance interpersonal skills</li> <li>ii. explains the effectiveness of a plan based on the outcome</li> <li>iii. describes and summarizes performance.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. describes and demonstrates strategies to enhance interpersonal skills</li> <li>ii. analyses the effectiveness of a plan based on the outcome</li> <li>iii. explains and evaluates performance.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. explains and demonstrates strategies to enhance interpersonal skills</li> <li>ii. analyses and evaluates the effectiveness of a plan based on the outcome</li> <li>iii. analyses and evaluates performance.</li> </ol>

Notes for criterion D

- Criterion D is appropriate for assessing personal and social development in sports/performance leadership and officiating.

This criterion is not appropriate for assessing plans for learning how to demonstrate isolated skills. For example, criterion D is not used to assess a student’s plan for demonstrating an isolated skill such as tackling in rugby. However, it is appropriate to assess the effectiveness of a plan for improving defensive performance in rugby by developing a range of skills, strategies and techniques. In this situation, the student may plan to improve multiple areas such as strength, speed, cardiovascular fitness, tackling technique or formation in order to improve overall defensive performanc

## Criterion A: **Planning** (maximum)

In the personal project, students should be able to:

- i. state a learning goal for the project and explain how a personal interest led to that goal
- ii. state an intended product and develop appropriate success criteria for the product
- iii. present a clear, detailed plan for achieving the product and its associated success criteria

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>states a learning goal</b></li> <li>ii. <b>states</b> their intended product</li> <li>iii. <b>presents</b> a plan that is superficial or that is not focused on a product.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. states a learning goal and <b>outlines</b> the connection between personal interest(s) and that goal</li> <li>ii. states their intended product and presents <b>basic</b> success criteria for the product</li> <li>iii. presents a plan for achieving the product and <b>some</b> of its associated success criteria.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. states a learning goal and <b>describes</b> the connection between personal interest(s) and that goal</li> <li>ii. states their intended product and presents <b>multiple appropriate</b> success criteria for the product</li> <li>iii. presents a <b>detailed</b> plan for achieving the product and <b>most</b> of its associated success criteria</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. states a learning goal and <b>explains</b> the connection between personal interest(s) and that goal</li> <li>i. states their intended product and presents multiple appropriate, <b>detailed</b> success criteria for the product</li> <li>ii. presents a detailed plan for achieving the product and <b>all</b> of its associated success criteria.</li> </ol>

<b>DEFINITIONS</b>	
<b>Learning goal</b>	What students want to learn as a result of doing the personal project.
<b>Product</b>	What students will create for their personal project.
<b>Presents</b>	Offer for display, observation, examination or consideration.
<b>State</b>	Give a specific name, value or other brief answer without explanation or calculation.
<b>Outline</b>	Give a brief account or summary
<b>Describe</b>	Give a detailed account or picture of a situation, event, pattern or process.
<b>Explain</b>	Give a detailed account including reasons or causes

**Criterion B: Applying skills** (maximum 8)

In the personal project, students should be able to:

- i. explain how the ATL skill(s) was/were applied to help achieve their learning goal
- ii. explain how the ATL skill(s) was/were applied to help achieve their product.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>states</b> which ATL skill(s) was/were applied to help achieve their learning goal</li> <li>ii. <b>states</b> which ATL skill(s) was/were applied to help achieve their product.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>outlines</b> which ATL skill(s) was/were applied to help achieve their learning goal, with superficial examples or evidence</li> <li>ii. <b>outlines</b> which ATL skill(s) was/were applied to help achieve their product, with superficial examples or evidence.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>describes</b> how the ATL skill(s) was/were applied to help achieve their learning goal, with reference to examples or evidence</li> <li>ii. <b>describes</b> how the ATL skill(s) was/were applied to help achieve their product, with reference to examples or evidence..</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>explains</b> how the ATL skill(s) was/were applied to help achieve their learning goal, supported with detailed examples or evidence</li> <li>ii. <b>explains</b> how the ATL skill(s) was/were applied to help achieve their product, supported with detailed examples or evidence.</li> </ol>

DEFINITIONS	
<b>Learning goal</b>	What students want to learn as a result of doing the personal project.
<b>Product</b>	What students will create for their personal project.
<b>ATLskill(s)</b>	One or more of: communication, collaboration, organization, affective, reflection, information literacy, media literacy, critical thinking, creative thinking, transfer.
<b>State</b>	Give a specific name, value or other brief answer without explanation or calculation.
<b>Outline</b>	Give a brief account or summary
<b>Describe</b>	Give a detailed account or picture of a situation, event, pattern or process.
<b>Explain</b>	Give a detailed account including reasons or causes

### Criterion C: Reflecting (maximum 8)

In the personal project, students should be able to:

- i. explain the impact of the project on themselves or their learning
- ii. evaluate the product based on the success criteria.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>states</b> the impact of the project on themselves or their learning</li> <li>ii. <b>states</b> whether the product was achieved.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>outlines</b> the impact of the project on themselves or their learning</li> <li>ii. states whether the product was achieved, <b>partially supported</b> with evidence or examples.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. <b>describes</b> the impact of the project on themselves or their learning</li> <li>ii. <b>evaluates</b> the product based on the success criteria, partially supported with evidence or examples.</li> </ol>
7–8	The student: <ol style="list-style-type: none"> <li>i. <b>explains</b> the impact of the project on themselves or their learning</li> <li>ii. <b>evaluates</b> the product based on the success criteria, fully supported with specific evidence or detailed examples.</li> </ol>

**Notes about Impact of the project:**

- could refer to any aspect of having done the project: inquiry, action and/or reflection
- could include progress made towards the learning goal
- could include ways in which the student has grown as a learner, such as improvement in the ATL skills or learner profile attributes
- could include ways in which the student has grown or changed as a result of the project.

DEFINITIONS	
<b>Product</b>	What students will create for their personal project.
<b>State</b>	Give a specific name, value or other brief answer without explanation or calculation.
<b>Outline</b>	Give a brief account or summary
<b>Describe</b>	Give a detailed account or picture of a situation, event, pattern or process.
<b>Explain</b>	Give a detailed account including reasons or causes
<b>Evaluate</b>	Make an appraisal by weighing up the strengths and limitations

**INTERDISCIPLINARY LEARNING**

## Criterion A: **Evaluating** (maximum 8)

In order to address real-world and contextual issues and ideas, students will be able to:

- analyse disciplinary knowledge
- evaluate interdisciplinary perspectives within a source, work or text.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1–2	The student: <ul style="list-style-type: none"> <li>• attempts to analyse by <b>identifying</b> disciplinary knowledge</li> <li>• attempts to evaluate by <b>stating</b> the strengths or limitations of interdisciplinary perspectives.</li> </ul>
3–4	The student: <ul style="list-style-type: none"> <li>• partially analyses by <b>outlining</b> the disciplinary knowledge</li> <li>• partially evaluates by <b>outlining</b> the strengths or limitations of interdisciplinary perspectives.</li> </ul>
5–6	The student: <ul style="list-style-type: none"> <li>• analyses by <b>describing</b> disciplinary knowledge</li> <li>• evaluates by <b>describing</b> the strengths and limitations of interdisciplinary perspectives</li> </ul>
7–8	The student: <ul style="list-style-type: none"> <li>• fully analyses by <b>explaining</b> disciplinary knowledge</li> <li>• fully evaluates by <b>explaining</b> the strengths and limitations of interdisciplinary perspectives.</li> </ul>

**Note:** *Evaluating* is based on students’ integration of disciplinary knowledge—analysing sources or selecting relevant knowledge from their disciplinary grounding, then evaluating its contribution to the interdisciplinary inquiry.

The command terms in criterion A are analyse and evaluate. The other terms (identify/state, outline, describe, explain) refer to the depth and specificity of students’ analysis of evaluation. Teachers should clarify what this looks like at different levels using the task-specific clarification.

Levels awarded for this criterion should represent the joint assessment of collaborating teachers from all subjects participating in the interdisciplinary inquiry. When student achievement varies in analysing knowledge from different disciplines, teachers should use “best-fit” professional judgment to determine an appropriate level that represents each student’s disciplinary knowledge from all participating disciplines

## Criterion B: **Synthesizing** (maximum 8)

In order to address real-world and contextual issues and ideas, students will be able to:

- create a product that communicates a purposeful interdisciplinary understanding
- justify how their product communicates interdisciplinary understanding

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> <li>• creates a product that <b>selects</b> disciplinary knowledge in an attempt to communicate some interdisciplinary understanding</li> <li>• <b>states</b> how their product communicates interdisciplinary knowledge.</li> </ul>
3–4	The student: <ul style="list-style-type: none"> <li>• creates a product that <b>applies</b> disciplinary knowledge to partially communicate interdisciplinary understanding</li> <li>• <b>outlines</b> how their product communicates interdisciplinary knowledge.</li> </ul>
5–6	The student: <ul style="list-style-type: none"> <li>• creates a product that <b>develops</b> disciplinary knowledge to communicate interdisciplinary understanding</li> <li>• <b>describes</b> how their product communicates interdisciplinary knowledge.</li> </ul>
7–8	The student: <ul style="list-style-type: none"> <li>• creates a product that <b>synthesizes</b> disciplinary knowledge to communicate effectively purposeful interdisciplinary understanding</li> <li>• <b>justifies</b> how their product communicates interdisciplinary knowledge</li> </ul>

**Note:** For this criterion, strand i should be adapted to be task-specific to the purpose of integration and the product.

## Criterion C: **Reflecting** (maximum 8)

In order to address real-world and contextual issues and ideas, students will be able to:

- discuss the development of their own interdisciplinary learning
- discuss how new interdisciplinary understanding enables action.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> <li>• <b>states</b> the development of their own interdisciplinary learning</li> <li>• <b>states</b> how new interdisciplinary understanding enables future action.</li> </ul>
3–4	The student: <ul style="list-style-type: none"> <li>• <b>outlines</b> the development of their own interdisciplinary learning</li> <li>• <b>outlines</b> how new interdisciplinary understanding enables action.</li> </ul>
5–6	The student: <ul style="list-style-type: none"> <li>• <b>describes</b> the development of their own interdisciplinary learning</li> <li>• <b>describes</b> how new interdisciplinary understanding enables action</li> </ul>
7–8	The student: <ul style="list-style-type: none"> <li>• <b>discusses</b> the development of their own interdisciplinary learning</li> <li>• <b>discusses</b> how new interdisciplinary understanding enables action.</li> </ul>

For this criterion, “action” can refer to action taken during the interdisciplinary learning process, or to future action that students have not yet taken, but they may plan to take to extend their interdisciplinary understanding. Teachers can also encourage students to “take” action depending on school context and resources available.

## SECTION 4: MLA CITATION

### MLA referencing style

The Modern Languages Association of America (MLA) style is used for acknowledging source materials in humanities subjects (DP: Group 3). This guide is based on the **MLA 8th Edition**.




Source type	In-text	Reference list
	<b>AUTHOR-PAGE</b>	
<b>Book</b>		<p>Surname, Forename. <i>Title of book</i>. Publisher, year.</p> <p>(Bartley 100)</p> <p>Bartley, Christopher. <i>An Introduction to Indian Philosophy</i>. Continuum, 2011.</p>
<b>Journal paper</b>		<p>Surname, Forename Initial. "Title of paper." <i>Name of journal</i>, vol. #, no. #, year: pp. #-#</p> <p>(Ritter 409)</p> <p>Ritter, Joshua R. "Recovering Hyperbole: Rethinking the Limits of Rhetoric for an Age of Excess." <i>Philosophy and Rhetoric</i>, vol. 45, no.4, 2012: pp. 406-28.</p>
<b>Website with author</b>	(Author/website name, without page number)	<p>Surname, Forename Initial. "Title of specific webpage". <i>Name of overall website</i>, day month year. Web. URL Accessed day month year.</p> <p>Botton, Alain. "Philosophy". <i>AlaindeBotton.com</i>, n.d. Web.</p> <p>Botton ...</p> <p><a href="http://www.alaindebotton.com/philosophy.asp">http://www.alaindebotton.com/philosophy.asp</a>. Accessed 10 March 2017.</p>
<b>Website without author</b>	The University of York offers specific support to...	<p>Organisation. "Title of specific webpage". Name of overall website. day month year. Web. URL Accessed day month year.</p> <p>University of York. "Distance Learners". The Writing Centre. 12 Apr. 2013. Web. <a href="https://www.york.ac.uk/students/studying/develop-your-skills/studyskills/writing/">https://www.york.ac.uk/students/studying/develop-your-skills/studyskills/writing/</a>. Accessed 10 March 2017.</p>
<b>Blog</b>	In his blog "Supporting Pussy Riot", Fry states...	<p>Fry, Stephen. "Supporting Pussy Riot." <i>The New Adventures of Stephen Fry</i>, 22 August 2012. Web.</p> <p><a href="http://www.stephenfry.com/2012/08/22/supporting-pussy-riot/">http://www.stephenfry.com/2012/08/22/supporting-pussy-riot/</a>. Accessed 10 March 2017.</p>
<b>Digital media (video)</b>	(Shepherd Group)	<p>Shepherd Group. <i>The Construction of the University of York</i>. universityofyorkuk.</p> <p>YouTube. <a href="http://www.youtube.com/watch?v=vAfb7XZonrY">http://www.youtube.com/watch?v=vAfb7XZonrY</a>. Accessed 10 March 2017.</p>




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<b>Database</b>	(Eighteenth Century Collections Online)	<i>Eighteenth Century Collections Online</i> . Database. Cengage, 2008. <a href="http://gale.cengage.co.uk/product-highlights/history/eighteenth-century-collections-online.aspx">http://gale.cengage.co.uk/product-highlights/history/eighteenth-century-collections-online.aspx</a> Accessed 10 March 2017.
<b>Podcast</b>	Waters admits in his interview with Marc Maron....	Maron, Marc. "Roger Waters." <i>WTF with Marc Maron</i> . 31 October 2016. Podcast. <a href="http://www.wtfpod.com/podcast/episode-755-roger-waters">http://www.wtfpod.com/podcast/episode-755-roger-waters</a> . Accessed 10 March 2017.
<b>ChatGPT</b>	("shortened prompt used")  ("Tell me about")	"Text of prompt" prompt. <i>ChatGPT</i> , Day Month version, OpenAI, Day Month Year, URL.  "Tell me about confirmation bias" prompt. <i>ChatGPT</i> , 13 Feb. version, OpenAI, 16 Feb. 2023, <a href="https://chat.openai.com/chat">chat.openai.com/chat</a> .

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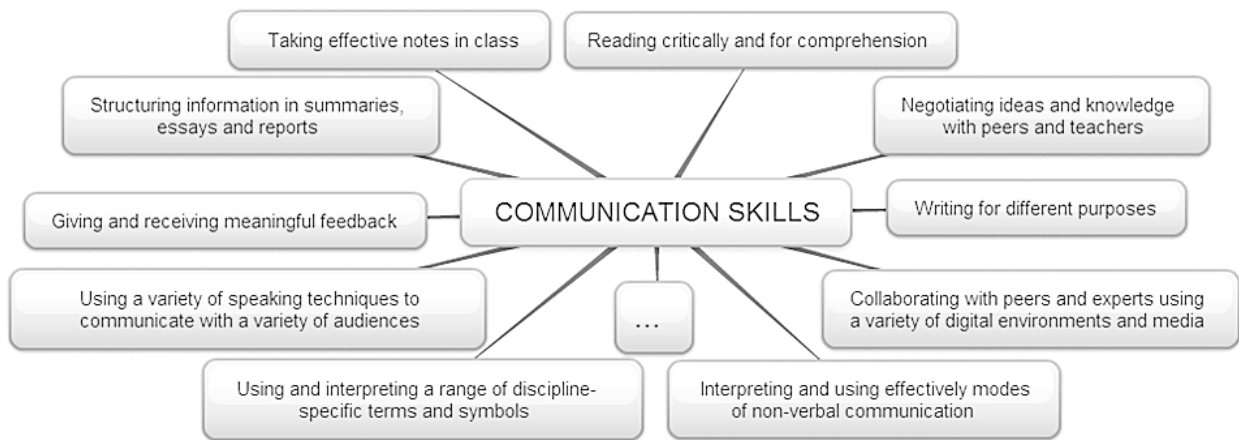
**APPENDIX 1: GLOBAL CONTEXTS**

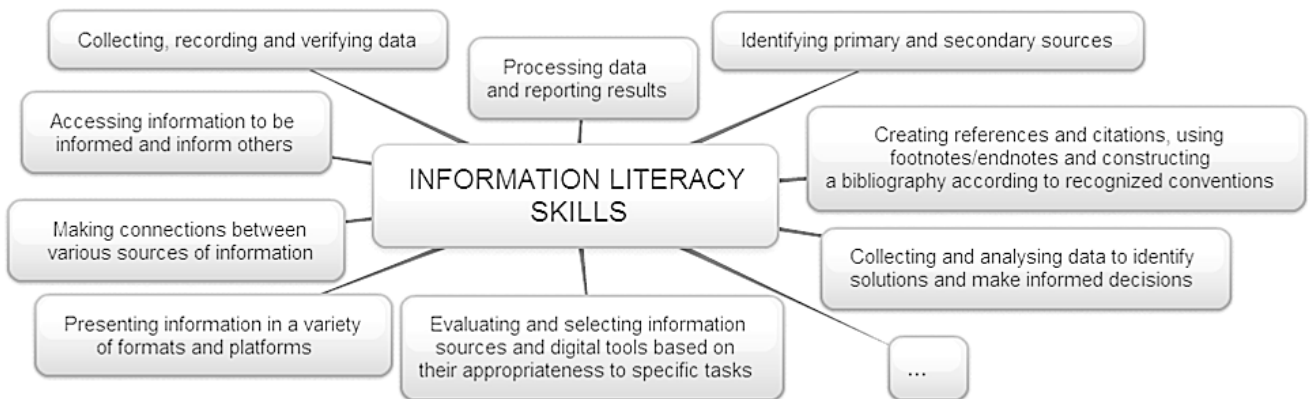
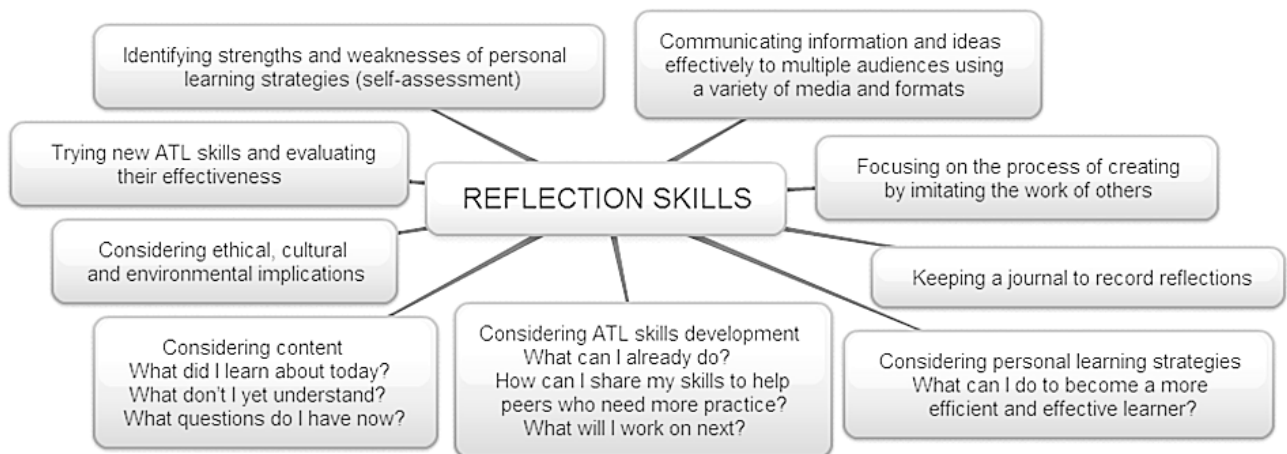
 <p><b>Identities and Relationships</b></p>	<p><b>Who am I? Who are we?</b></p> <p>Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> <li>• competition and cooperation; teams, affiliation and leadership</li> <li>• identity formation, self-esteem, status, roles and role models</li> <li>• personal efficacy and agency; attitudes, motivations, independence; happiness and the good life</li> <li>• physical, psychological and social development, transitions, health and well-being, lifestyle choices</li> <li>• human nature and human dignity, moral reasoning and ethical judgment, consciousness and mind</li> </ul>
 <p><b>Orientation in Space and Time</b></p>	<p><b>What is the meaning of 'where' and 'when'?</b></p> <p>Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> <li>• civilizations and social histories, heritage; pilgrimage, migration, displacement and exchange</li> <li>• epochs, eras, turning points and 'big history'</li> <li>• scale, duration, frequency and variability</li> <li>• peoples, boundaries, exchange and interaction</li> <li>• natural and human landscapes and resources</li> <li>• evolution, constraints and adaptation</li> </ul>
 <p><b>Personal and cultural expression</b></p>	<p><b>What is the nature and purpose of creative expression?</b></p> <p>Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> <li>• artistry, craft, creation, beauty</li> <li>• products, systems and institutions</li> <li>• social constructions of reality; philosophies and ways of life; belief systems; ritual and play</li> <li>• critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument</li> <li>• metacognition and abstract thinking</li> <li>• entrepreneurship, practice and competency</li> </ul>

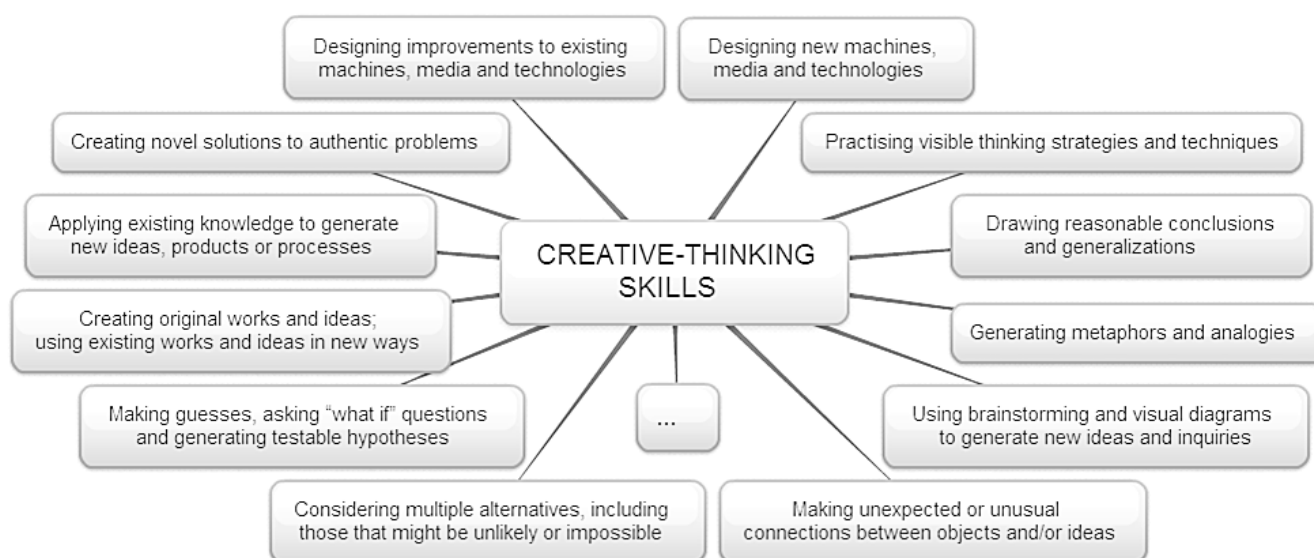
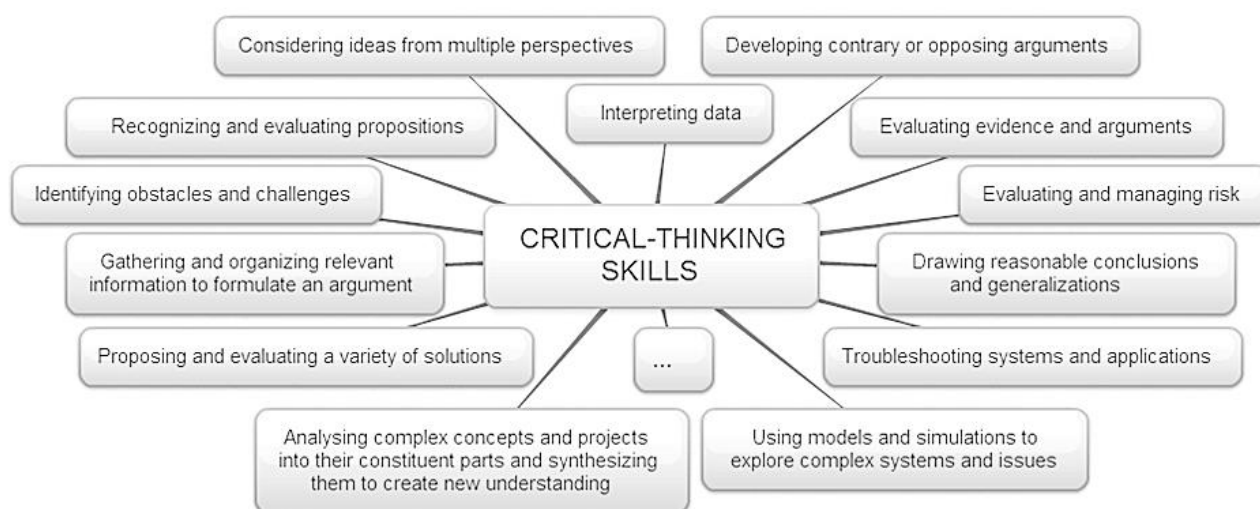
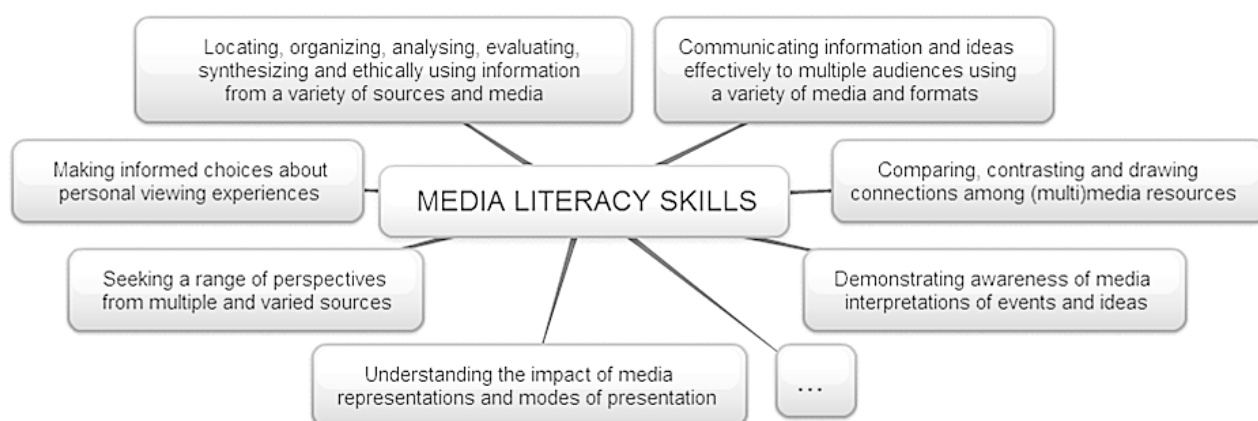
 <p>Scientific and Technical Innovation</p>	<p><b>How do we understand the worlds in which we live?</b></p> <p>Students will explore the natural world and its laws; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> <li>• systems, models, methods; products, processes and solutions</li> <li>• adaptation, ingenuity and progress</li> <li>• opportunity, risk, consequences and responsibility</li> <li>• modernization, industrialization and engineering</li> <li>• digital life, virtual environments and the information age</li> <li>• the biological revolution</li> <li>• mathematical puzzles, principles and discoveries</li> </ul>
 <p>Globalization and Sustainability</p>	<p><b>How is everything connected?</b></p> <p>Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the opportunities and tensions provided by world-interconnectedness; the impact of decision-making on humankind and the environment.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> <li>• markets, commodities and commercialization</li> <li>• human impact on the environment</li> <li>• commonality, diversity and interconnection</li> <li>• consumption, conservation, natural resources and public goods</li> <li>• population and demography</li> <li>• urban planning, strategy and infrastructure</li> </ul>
 <p>Fairness and Development</p>	<p><b>What are the consequences of our common humanity?</b></p> <p>Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p>	<p>Possible explorations to develop:</p> <ul style="list-style-type: none"> <li>• democracy, politics, government and civil society</li> <li>• inequality, difference and inclusion</li> <li>• human capability and development; social entrepreneurs</li> <li>• rights, law, civic responsibility and the public sphere</li> <li>• justice, peace and conflict management</li> <li>• power and privilege</li> <li>• authority, security and freedom</li> <li>• imagining a hopeful future</li> </ul>

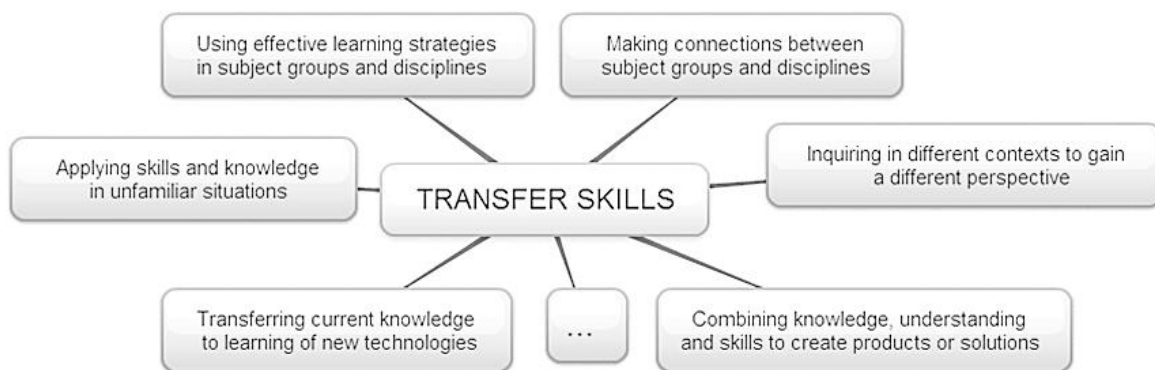
## **APPENDIX 2: APPROACHES TO LEARNING**

Mind maps below provide examples of some of the most important skills in ten approaches to learning skill clusters.









### **APPENDIX 3: EXCERPTS FROM THE SCHOOL'S IBMYP ASSESSMENT POLICY**

#### **Article 3**

##### **(Assessment criteria)**

- (1) Assessment criteria are defined in the following documents published by the International Baccalaureate Organization: *Programme Standards and practices* (January 2014), *Middle Years Programme: From Principles into Practice* (May 2014) and relevant guides published for each of the eight subject groups in the IB Middle Years Programme.
- (2) Assessment criteria for every subject as well as the procedures of evaluating student achievement are prescribed by the IBO. As a school authorised to implement the IB Middle Years Programme, Druga Gimnazija Sarajevo is obliged to apply the assessment criteria for every subject throughout the assessment process.
- (3) Assessment in every subject is conducted by using only the assessment criteria for that particular subject.
- (4) Within every assessment criterion there are levels of achievement defined by their descriptors and numerical values (0-8).
- (5) Every student has to be assessed against every criterion in all subjects at least once per semester, i.e. twice during the school year. The same applies for each strand in every assessment criterion. It is desirable for every student to be assessed against each strand of every criterion more than twice during a school year.

#### **Article 4**

##### **(Types of assessment)**

- (1) Evaluation is descriptive and numerical.
- (2) Descriptive assessment is carried out according to descriptors formulated by the IBO, which makes them accessible to IB schools through relevant guides for each of the eight subject groups.
- (3) Numerical grades are: *excellent (7), very good (6), good (5), satisfactory (4), mediocre (3), poor (2) and very poor (1)*.

#### **Article 6**

##### **(Student achievement)**

Activities in the process of evaluating student achievement are carried out by teachers objectively, transparently, continuously and publicly, respecting the learner's personality and giving each student an equal opportunity.

#### **Article 8**

##### **(Formative and summative assessment)**

- (1) In the spirit of reflecting on one's own work as one of the skills within the approaches to learning, formative assessment helps students, their parents and subject teachers to identify the student's strengths and weaknesses and enables them to set specific goals for improving results.
- (2) Within formative assessment and with the aim of determining a level of student achievement at a particular moment and subject, teacher shall conduct initial or mock assessment, especially when students are introduced to certain types of assessment tasks or certain forms of knowledge and skills for the first time in their education. Written mock assessment tasks shall not count towards the number of written examinations referred to in Article 10 of this policy.

- (3) Results achieved in the process of mock assessment are not recorded, and only serve as feedback to the teacher, students and parents on the knowledge gained in the subject in which the process was conducted - formative assessment.
- (4) Summative assessment is a common form of assessing students. It provides clear information on the achievement level that the student has reached at a particular moment. In the process of summative assessment, students may be assessed in different types of tasks so that they are provided with an opportunity to meet the objectives set within individual subjects, which also allow for the application of different assessment criteria.
- (5) Results of the summative assessment are regularly recorded in the class register book and the register for each subject.

### **Article 9**

#### **(Oral assessment)**

- (1) Oral assessment represents all forms of oral evaluation of students' levels of competence in relation to gained knowledge, skills and abilities resulting in a mark.
- (2) The oral assessment procedures are conducted continuously throughout the school year.
- (3) The oral assessment may be combined with written and/or visual materials in tasks such as oral presentations and in other tasks where this is determined by the assessment criteria as well as aims and objectives of the subject group.
- (4) The oral assessment can be conducted during every lesson.
- (5) The oral assessment may not be shorter than five and longer than fifteen minutes, unless the student does not offer any answers to a minimum of three questions asked. In the case of group assignments, the oral examination must not be shorter than five and longer than fifteen minutes per student. If the duration of oral examination is precisely determined by the IBO guidelines for a particular subject group, then the provisions defined in the guidelines apply.
- (6) On a day in which students have a written examination, their knowledge may be orally assessed in only one more school subject. On a day in which students do not have a written examination, their knowledge may be orally assessed in two school subjects. The date of each oral assessment must be entered in the class register book.

### **Article 10**

#### **(Written assessment)**

- (1) Written assessment represents all forms of written examination resulting in a mark of student's written work. It can differ in its length, form and scope of the content.
- (2) The written assessment is based on the content taught and conducted continuously throughout the course of the teaching year. In some subjects certain assessment criteria may require students to be assessed in the so-called unknown situations.
- (3) The written assessment tasks are adjusted to the length of the written examination.
- (4) Marks achieved in the process of written assessment are entered in the class register book and the register for each subject.
- (5) Subject teacher is obliged to introduce students to the scope, content, time frame and the manner of conducting a written assessment.
- (6) Ahead of the written assessment, the subject teacher is obliged to give written instructions to the students on the criteria, method, scale and procedure in relation to the assessment task which (*instruction sheet*).

- (7) The subject teacher is obliged to announce the written task in a timely manner, and at least 5 (five) days in advance.
- (8) In one day, a student can only write one written assessment task, and in one week three at most.

### **Article 12**

#### **(Calendar of written assessment tasks)**

- (1) Calendar of written assessment tasks (hereafter: calendar) is a school document drawn by the school for all classes of the IB Middle Years Programme.
- (2) Teachers involved in the implementation of the IB Middle Years Programme establish the calendar for all classes of the IB Middle Years Programme by the end of by the end of the third week of teaching in each semester.
- (3) The calendar is accessible to students and their parents on a school's notice board, school website, or electronically. Calendar is sent to students electronically by their homeroom teacher, IB counsellor or IBMYP coordinator.
- (4) The calendar consists of a list of subjects taught, teaching weeks and planned written assessment tasks. It is made according to the curriculum and timetable applied in the school year.
- (5) The calendar contains information on short written assessment tasks as well.
- (6) In addition to the published calendar, the teacher is obliged to announce every written assessment task no later than 5 (five) days before its scheduled date.
- (7) In exceptional situations, it is possible to postpone or cancel the scheduled written assessment task. After the reasoning for postponement or cancellation is provided, the decision on new date of the written assessment is made by the subject teacher, IB counsellor, IBMYP coordinator and the head of school.
- (8) A student who was absent from the lesson on which a written assessment task was completed is obliged to do the written assessment task on the first lesson in that particular subject upon returning to school.

### **Article 13**

#### **(Final grades)**

- (1) The final grade in a subject represents the achieved level of student competences in the teaching subject and the result of the overall evaluation process during the academic year.
- (2) The final grade in a teaching subject at the end of the academic year is determined by the subject teacher, who first determines students' achievement for each of the criteria in the value from 0 to 8, and then sums up final levels of achievement for all four criteria. This sum determines a student's final mark based on the following table prescribed by IBO for the purpose of determining grades at the end of the semester and the academic year:

Grade	Level of achievement
1	0 – 5
2	6 – 9
3	10 – 14
4	15 – 18
5	19 – 23
6	24 – 27
7	28 – 32

- (3) Final level of achievement for individual assessment criteria is not necessarily an arithmetic average mean of entered marks. According to the IBO rules, it is taken into account whether a student has made a positive or negative progress during semester/school year.
- (4) Students' final grades can be determined only if the students were assessed at least once per semester against each strand of each criterion for every subject. It is desirable that a student is assessed against each criterion more than twice during the school year.

**Article 14**  
**(Conversion of grades)**

- (1) At the end of semester and school year, IBO grades may be converted into grades used in Bosnian-Herzegovinian educational system.
- (2) Conversion of the IBO grades into grades used in Bosnia and Herzegovina is done using the following table:

IB grades	Grades in B&H
Excellent 7	odličan (5)
Very good 6	
Good 5	vrlo dobar (4)
Satisfactory 4	dobar (3)
Mediocre 3	dovoljan (2)
Poor 2	nedovoljan (1)
Very poor 1	

**Article 15**  
**(Determining student's final overall grade)**

- (1) Student's final overall grade is determined using the following table:

Average grade	Final overall grade
6,50 – 7,00	Excellent (7)
5,50 – 6,49	Very good (6)
4,50 – 5,49	Good (5)
3,50 – 4,49	Satisfactory (4)
3,00 – 3,49	Mediocre (3)

- (2) After conversion of IBO grades into Bosnian-Herzegovinian grades is conducted based on the conversion table from Article 14 Paragraph 2, final overall grade is determined by using the following table:

Average grade	Final overall grade
4,50 – 5,00	odličan (5)
3,50 – 4,49	vrlo dobar (4)
2,50 – 3,49	dobar (3)
2,00 – 2,49	dovoljan (2)

- (3) Student who has final grade poor (2) or very poor (1) in one or two subjects at the end of the teaching year is required to take a corrective exam in those subjects and his/her final overall grade is poor (2) or very poor (1) irrelevant of their average grade. Corrective exam is conducted in accordance with the provisions of Article 17 of the Assessment Policy.

- (4) Student who has final grade poor (2) or very poor (1) after the corrective exam in one or two subjects must repeat the year.
- (5) Student who has a final grade poor (2) or very poor (1) in three or more subjects at the end of the teaching year is required to repeat the year irrelevant of their average grade.
- (6) Final grade in Personal Project is determined by the IBO based on the obligatory external moderation of Personal Projects. Students are issued a certificate on their Personal Project achievement by the IBO.

#### **Article 17**

##### **(Corrective exams)**

- (1) Student who has final grade poor (2) or very poor (1) in one or two subjects at the end of the teaching year is required to take a corrective exam in those subjects.
- (2) Corrective exams may include written and/or oral examination of students in order to assess the student against all four assessment criteria of the subject in which the corrective exam is taken.
- (3) Student's final grade in the subject after the corrective exam is the student's final grade in that subject for the whole school year.

#### **Article 20**

##### **(Head of school's rights and obligations)**

- (1) Head of school shall ensure that the provisions of this Policy are implemented by all school staff involved in the implementation of the IB Middle Years Programme.
- (2) The head of school, IBMYP coordinator and IB counsellor shall monitor the implementation of this policy during school year.
- (3) The head of school is obliged to consider and respond in writing to any written complaint of a student parent concerning the methods and procedures of student assessment evaluation of the students.

#### **Article 21**

##### **(IBMYP coordinator's rights and obligations)**

- (1) IB Middle Years Programme coordinator informs all teachers and other MYP staff members about the provisions of this policy.
- (2) The head of school, IBMYP coordinator and IB counsellor shall monitor the implementation of this policy during school year.
- (3) IBMYP coordinator is obliged to ensure that the calendar of written assessment tasks from Article 12 of this Policy is timely produced.
- (4) IBMYP coordinator is obliged to ensure that the calendar of written assessment tasks is accessible to students on a school's notice board, school's website or e-mail upon its production.
- (5) IBMYP coordinator is obliged to oversee the implementation of the calendar of written assessment tasks in cooperation with homeroom teachers and IB counsellor.

#### **Article 22**

##### **(Homeroom teacher's rights and obligations)**

- (1) Homeroom teacher is obliged to inform parents about the provisions of this Policy at the first parental meeting, and students at the first homeroom class.

- (2) During the school year, the homeroom teachers are obliged to hold at least four parent meetings where they provide an overview of the class achievements in the previous period, inform the parents about the activities in the class, and ensure the exchange of information between the parents and subject teachers, IB counsellor, the IB coordinator and the head of school.
- (4) The homeroom teacher is obliged to organize informative meetings with parents on a biweekly basis for parents to inform them about their child's grades, absences and behaviour, and the classmate introduces pupils, parents, directors and pedagogues for IB programs at the beginning of the school year. The homeroom teacher informs students, parents, head of school and IB counsellor about the time of those meetings.
- (5) Upon parent's request, the homeroom teacher is obliged to arrange an individual meeting between the parents and subject teachers.
- (6) The homeroom teacher is obliged to oversee the implementation of the calendar of written assessment tasks in cooperation with IBMYP coordinator and IB counsellor.

### **Article 23**

#### **(Subject teacher's rights and obligations)**

- (1) At the beginning and during the school year subject teacher of every teaching subject is obliged to introduce students, and, if necessary, teachers and IB counsellor, with assessment elements, as well as methods and procedures of student assessment.
- (2) The subject teacher is obliged to regularly maintain pedagogical records and documentation in accordance with the existing acts.
- (3) The subject teacher timely, in accordance with the requirements of the programme, for tasks such as essays, laboratory reports, oral presentations, projects and similar provides students in an electronic or printed form with instructions for completion of assignments that are assessed – instruction sheet – containing the appropriate instructions for completion of the task, assessment criteria that apply in the specific task, clearly stated deadlines and the way of submitting the task, as well as the task-specific rubrics for some specific tasks where it is demanded by their nature.
- (4) The subject teacher provides students with written feedback to written assessment tasks.
- (5) The subject teacher checks and returns to students written assessment tasks within 10 (ten) working days.
- (7) The subject teacher announces students' marks publicly in the classroom, except in a case of special circumstances (when student cannot come to school due to medical condition).
- (9) The subject teacher provides students with an opportunity to have an insight in an assessed assessment task. At the request, parents may have an insight in the task as well. The subject teacher holds onto the assessment papers until the end of a school year.
- (10) Where it is required by specific assessment criteria, the subject teacher may record students completing assessment tasks in audio and/or video format. The audio/video records can be accessed only by teachers themselves with the aim of analysing student work and providing students with advice on how to improve their performance. Those records may be forwarded only to the International Baccalaureate Organization in the case of obligatory moderation and monitoring of assessment.

- (11) Records from the previous paragraph may be used for the purpose of in-class formative assessment only with the written consent of the student's parent/guardian.

#### **Article 24**

##### **(Student's rights and obligations)**

- (1) At the beginning of school year student is introduced to the elements and criteria of assessment, as well as the methods and procedures of evaluating student performance in each subject.
- (2) The student is obliged to respect all deadlines pertaining to the assessment process.
- (3) Student who was absent from the lesson at which a written assessment was conducted shall complete the missed written assessment task on the first lesson upon their return, unless the teacher determines otherwise because of the concept of the class.
- (4) Students who were for a justified reason absent from the lesson at which they were supposed to hand over the assessment paper completed at home are obliged to hand over the paper to the teacher in the first lesson of that subject that they attend. In the event that the student does not submit this work, the student will be awarded with the level of achievement 0 (zero) from each criterion that was applied in the process of assessing the task. In case of a student's long absence from classes, the teacher can approve the extension of the deadline for the submission of the paper.
- (5) Student who has violated the provisions of the Academic Honesty Policy shall be awarded level of achievement 0 (zero) in all criteria applied in the process of assessment of the task. Other relevant provisions of the Academic Honesty Policy shall be applied as well.
- (6) The student is entitled to have an insight in all assessed written assignments but is not entitled to photocopy, photograph or exempt them from the school.
- (7) The student is entitled to be provided with the assessment criteria in all subjects.
- (8) The student is entitled to be provided an explanation of the achievement level they are awarded with.

#### **Article 25**

##### **(Parent's rights and obligations)**

- (1) Parent has both the right and obligation to be introduced to the elements of assessment, as well as the methods of evaluation for each subject.
- (2) The parent is informed about assessment methods and procedures by the homeroom teacher at parent meetings, and if necessary may be further informed about them by subject teacher.
- (3) The parent is obliged to attend regular parent meetings and individual informative meetings with the homeroom teacher.
- (4) The parent is obliged to justify all student absences within three working days, and in the case of absences in the last week of the semester or the academic year by the last day of the semester or the academic year. In the event that the parent does not justify the absence of student within the specified deadline, they are classified as unexcused, which may result in disciplinary measures being imposed on the student, i.e. cause a deduction in the student's behaviour grade.
- (5) The parent is entitled to have an insight into the student's written assessment tasks at individual meetings with the homeroom teacher or subject teacher.

- (6) The parent is entitled to contact subject teachers on their official school e-mail and ask for an individual meeting with the subject teacher. If the parent cannot contact the subject teacher via e-mail, the meeting can be arranged with the assistance of the homeroom teacher.
- (7) The parent is entitled to complain in writing to the IBMYP coordinator and the head of school if the homeroom teacher or subject teacher refuse to give them a timely and necessary information on the success of their child.
- (8) The parent is entitled to written submissions (complaints, comments and suggestions) in relation to the assessment process. These are submitted to the head of school.
- (9) In the last week of the first semester and in the last two weeks of the teaching year, parent meetings and individual meetings with teachers are not be organized except for the purpose of justifying student.
- (10) The parent is entitled to submit a written complaint to the student's final grade according to the Law on secondary education of the Sarajevo Canton.